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The Teachers College Journal seeks to present competent discussions of professional problems in education and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcome, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of views so expressed. At all times the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

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MAY COVER: Sycamore Players board the plane which is to start them on their way to the Far East. Accompanying the group is Mrs. Dora I. Roach, Secretary of the Teachers College Board. A complete report of the tour is carried on page 95. (Photograph courtesy of Audio-Visual Center)

THE *Teachers College Journal*

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Recruiting College Teachers

RALEIGH W. HOLMSTEDT, President

Indiana State Teachers College

Terre Haute, Indiana

For several years college and university administrators have been concerned with the many problems involved in meeting the "rising tide of college students." Many studies of college age population and college and university enrollments have been made on state and national bases. While estimates vary as to future college enrollments depending on the assumptions used, the enrollments for 1970 are estimated at 5,500,000 to 6,000,000 students. The opening fall enrollment in institutions of higher education, as reported by the Office of Education, U. S. Department of Health, Education and Welfare, was 3,258,556.¹ From these data it is reasonable to assume that college enrollments will increase at least 2,000,000 students and probably more than 2,500,000 students in the decade, 1960 to 1970.

In the studies and plans that have been made of state and local institutional needs, primary attention has been given to the expansion of physical facilities that will be necessary to accommodate the increased enrollments and to the funds which will be needed to finance the expanded program. The problem of staffing the college and university faculties has been recognized, but the plans for meeting this basic need have been much less definite than has been the case with physical facilities. Even assuming a considerable increase in faculty-student ratios which now average approximately one to twelve, the number of college and university teachers which will be needed for additional enrollments will exceed

150,000 in the next decade. To this figure must be added replacements for those who will retire, die, or leave the profession in the period. It would appear, therefore, that a minimum of 20,000 new college teachers per year must be found if the colleges and universities are to be adequately staffed.

How to secure a sufficient supply of qualified teachers is the most critical problem which college and university administrators will have to face in the next decade. Already there are serious shortages in many fields of college teaching. In few, if any, fields is the current supply of fully prepared college teachers equal to the demand. As a result, college and university administrators have been forced to lower their standards and accept partially trained teachers in order to staff the classes. There is every indication that this condition will continue to grow worse in the years ahead.

In 1957-1958 approximately nine thousand doctor's degrees were awarded in the United States. Of this number probably not more than three thousand entered college teaching as new teachers. Of those who entered college teaching in 1956-1957 less than one-fourth held the doctor's degree and nearly sixty per cent held only a master's degree or less.²

If even the present low standard of academic preparation of college teachers is maintained, the production of doctor's degrees for college teaching will have to be more than doubled during the next decade. This will

require intensive recruiting in which all institutions of higher education will have to participate.

In the past, recruiting of college teachers was left largely to the graduate schools of large universities. While the graduate schools have greatly increased their efforts to increase their enrollments, so far the increase in enrollments has not been sufficient to anywhere near meet the demand. It is quite apparent that if the supply of college teachers is to be substantially increased, all institutions will have to actively participate in recruitment.

To be successful, recruitment must be done at the undergraduate level. To wait until a student has been graduated and then leave to more or less casual choice as to whether or not he will continue in graduate study simply will not produce the number of college teachers needed. The graduate schools are limited in their direct contacts with undergraduate students to those enrolled in their own institutions. Their contacts with students in other colleges are indirect and not very effective. Usually the efforts of the graduate schools are limited to mailed announcements of assistantships, scholarships, etc. to the undergraduate colleges and then making their selections from those students who voluntarily seek admission. In the undergraduate schools the opportunities for graduate study are usually presented to students in a casual and perfunctory manner with little or no effort made to interest the individual student in preparing to be a college teacher. The result is that many able students who would make successful college teachers have never had the opportunity to seriously consider the opportunities in the profession.

An effective recruiting program should identify potential college teachers early in the undergraduate period. To delay this until the student is a senior and about to graduate will fail to interest many students who have made their choice of future oc-

¹ U. S. Department of Health, Education and Welfare: Opening Enrollment (Fall) in Higher Education, 1958. Circular 544, November, 1958.

² National Education Association. Research Division: Teacher Supply and Demand in Colleges and Universities, 1957: Washington, D. C.

cupation in their freshman or sophomore years and are about to complete their preparation for it. But even at the point of graduation, many more students than now enter graduate schools could be interested in preparing to teach in college if the college faculties and administrative officers would make the necessary effort.

The teachers colleges and state colleges which were formerly teachers colleges are in a particularly favorable position to recruit college teachers. The majority of their students are committed to teaching as their future profession. Since the programs of these colleges are aimed primarily at the preparation of elementary and secondary school teachers, relatively few students consider the opportunities of college teaching; and the institutions themselves do not consider preparation for college teaching as one of their educational responsibilities. This presumably is to be left to the university graduate schools.

The majority of these institutions have graduate programs at the master's degree level or are in the process of developing such programs. While these graduate programs have been developed primarily for public school teachers, if the programs are adequate for this purpose, they will be quite adequate for the first year of graduate study leading to the doctor's degree in many of the academic fields. With relatively little effort many students who are already preparing for teaching as their future career could be persuaded to continue in graduate work and prepare to be college teachers.

On the other hand if these students upon graduation enter public school teaching, relatively few will make the shift to college teaching. This is especially true if they remain in public school teaching long enough to become established in a school system. When they have reached this point, they do not think they can afford to give up their positions and incur the

expense of completing the work for a doctor's degree as preparation for college teaching when their beginning salary as a college teacher will be no more, if as much, than what they are already receiving as high school teachers. If they continue their graduate studies on a part-time basis as many do and perhaps leave the last year for full-time residence study to meet graduate requirements, the time of completion is so long delayed that many years of service in college teaching are lost even if they succeed in meeting the requirements.

The teachers colleges and state colleges are not only in a favorable position to recruit college teachers, but they can also induct their students into the profession more effectively than is done in many graduate schools. In the first place the students will have had some professional preparation for teaching and will have gained some insight into the educational process as part of their undergraduate work. Many universities rely on graduate students for a large part of teaching especially at the freshman level. This can be done just as well in the teacher education institutions. In fact, the opportunity to participate in college teaching can be given before the student receives his bachelor's degree. There are many types of work in laboratories, classrooms, and libraries that able undergraduates can do quite satisfactorily and in the process gain valuable experience in preparation for college teaching.

In colleges which have master's degree programs, a number of able students who have the potentiality of becoming successful college teachers can be selected from every class and given assistantships or teaching fellowships which will enable them to continue in graduate study and at the same time gain experience in college teaching. After completing the master's degree, these students can enter a university graduate school to complete their graduate work. In the process of preparing to be college

teachers these students have given valuable and needed service to the college and university.

The principal deterrent to preparation for college teaching is economic. The necessary graduate study is long and expensive. The able young college graduate has many occupational opportunities available to him. If he has prepared for teaching, the public schools clamor for his services. The opportunities to enter business or industry are many even though his college work has been entirely in academic fields. He is either married or soon will be and wishes to establish a home. He desires to become financially independent as soon as possible. Most students are not willing to forego these things and live on a poverty level for an extended period of graduate study. The sacrifice is too great for the potential economic rewards.

The colleges and graduate schools must make it economically possible for the student to continue in graduate work. The typical stipend for graduate assistantships is hardly sufficient for this and will not attract students back to graduate study once they have become established either in public school teaching or some other occupation. While there has been a great increase in scholarships for graduate study made available by universities, foundations, and recently by the Federal Government, the amounts are not sufficient to secure the numbers of graduate students needed.

At Indiana State Teachers College the position of teaching fellow has been established as part of the program for recruiting college teachers. These positions pay \$2400 to \$3000 for the academic year and require half-time college teaching. Members of the graduating class selected for these positions are students with high academic achievement and who have outstanding personal qualifications for teaching. It is expected that the student will complete the master's

degree in two years or in one year and two summer sessions and then will be ready to enter a university graduate school. In two or three additional years they can complete their graduate program and accept full-time positions as experienced college teachers. In addition, a number of graduate assistantships paying \$1500 for the academic year are made available. The majority of these students plan

to enter college teaching. Another part of the program is to appoint able young public school teachers with master's degrees to the faculty with the expectation that they will continue their graduate study for the doctor's degree.

As this program develops, it is expected to recruit from the graduating classes of the college and from public school teachers who complete

the master's degree at Indiana State Teachers College a number of college teachers which will at least equal the number of additional faculty members that the college will need in the years ahead. Unless all colleges and universities develop some similar program for recruiting college teachers, the prospects of meeting the needs for the next decade are small indeed.

Advice for Adversaries

TOM C. VENABLE, Professor of Education

Indiana State Teachers College

Terre Haute, Indiana

"Educationalists" are a bunch of fools. They have no culture. But they are dangerous fools, for they are carrying on a great plot to ruin our schools. They are nothing but Communists.

The above paragraph leaves much to be desired. Its style is poor, it is logically unsound, and it makes bold assertions without bothering to establish proof. Nevertheless, if the paragraph were expanded to a full-length article, the author would have little trouble finding a magazine which would publish it; and he would gain the applause of a large audience. "Anti-educationists" articles have become as prevalent as "crime does not pay" essays in the 1930's or "anti-Supreme-Court" editorials in Southern newspapers. The educationists (How I hate that word! May I use pedagogists?)—The pedagogists find themselves cast in the unhappy role of villains or—what is worse—scapegoats. They are accused of all manner of evil deeds, dishonest practices, and deliberate misrepresentations. Anything that can be found to be wrong with the schools is laid at the door of the professional educator. Last winter at the time of the school

bus tragedy at Prestonsburg, Kentucky, a macabre joke made the rounds of the campuses. It was to the effect that the liberal arts faculty was meeting to see how they could "put the blame" for the incident on the College of Education. All around us these mutterings against the pedagogists and their trade are popping up like unneeded commas in freshmen themes.

Why? What has happened to make taking pot-shots at pedagogy the favorite sport of the middle brows? In all the furor of the "great debate" about education that rings in our ears—with all its accusations and counter accusations—we are likely to be so intent on proving our point that we neglect to search out the reason as to why the debate exists in the first place. Amid all this hub-bub, amid all our attacks and defenses, one simple fact remains which cannot be glossed over or buried by smooth generalities. Debates do not come into being by accident, they are the results of something's going wrong—of a need for reform. And the fact is that all is not well in American education; there are several areas in which our schools are in trouble.

Every person who has given serious thought to the problems of education can make his own list of shortcomings. My list would be headed by our failure to develop within students a love and respect for learning. Over twenty years ago the Educational Policies Commission listed as the first objective of education *the inquiring mind*. "The educated man," said the Commission, "has an appetite for learning." Although there have been wide acceptance and restatement of this purpose of education we appear to be growing farther from rather than nearer to an achievement of this goal. At every level and in every area of learning we are plagued by the fact that to the vast majority of our students education is a contest wherein the student tries to learn as little as possible while his teachers try to get him to learn as much as possible.

My list would also include our failure to challenge and thereby develop the talents of our superior students. On this subject thousands upon thousands of words have been written and will continue to be until educators with courage and foresight develop plans and concrete, practical suggestions to replace the editorial comments about the need for such programs.

And finally, my list would include an item questioning the validity of some of our ideas of self-discipline. The concept developed by John Dewey and his followers that the

learning situation should provide its own disciplinary controls has much to recommend it; but in extending the principle to the level where children lack the maturity to apply it, we have often paid the price of a total lack of discipline. The student has thus learned neither self-discipline nor the respect for authority which comes through a more traditional concept of instruction.

On the bases of these criticisms that I have listed it might appear that I am just another of the carping critics of our schools. Let me assure you that such is not the case. There is no doubt in my mind that there is far more good than bad about our schools. Further, to say that our schools are not as good as they were in former years indicates not only regressive tendencies in thinking but also an ignorance of fact. But in spite of praise we might heap upon today's schools, we cannot escape the fundamental point that education should be a constantly improving element of our culture. As long as there are any weaknesses in our schools we should struggle to make them better. If we fail to recognize our weaknesses, we are guilty not only of self-deceit; we are guilty of not improving when betterment is possible.

Our schools need improvement. With this statement no thinking person can argue. My present concern, however, is whether it is fair or just to blame the pedagogists for our shortcomings. The question is not whether something is wrong; it is whether anyone or any group is to blame.

It is my belief that these things which are wrong with education are not the product of the activity or thinking of any particular group or force. They are rather the result of the thinking and activity of our society. The public schools—by virtue of being public—reflect the values, understandings, and aspirations of the public which they serve. When Adlai Stevenson said that we have the kind

of government in Washington we deserve he was right. He could also have said we get the kind of education we want in our schools.

The greatest cause for concern in American education is anti-intellectualism. This is not the result of any particular group's standards of values, it is the result of opinions held by great numbers of people in our society. The weaknesses of education which I have listed are outstanding, but what more could be expected in a society which itself is highly anti-intellectual?

It is difficult to instill in our young people today any great admiration for intellectualism when all around them they see evidences of a lack of faith in intellectual pursuits. They recognize that the used car salesman enjoys greater economic well-being and social status than the teacher; they see the teacher and scholar portrayed in literature and on television as weird misfits. It doesn't take a national survey to prove that the public neither respects nor trusts our men of learning.

With all of this evidence it is not difficult to see that anti-intellectualism is a widespread characteristic of our people. And this characteristic is reflected in our schools because they are sensitive to the public's wants and needs. To put all the blame at the door of the pedagogist is an unnecessarily restricted and over-simplified view of a problem with complicated and far-reaching social implications.

But, again, something is wrong; and when all is not well, it is in the nature of man to try to find someone to blame. And again, our culture is characterized by religious concepts of good and evil, by dramatic concepts of protagonist and antagonist, and by fictional types of hero and villain. When things go wrong, we do not ask first what is wrong and how can we remedy it; we ask who is to blame and how can we punish him. My son commented after having

read a child's version of the *Iliad* that he could not tell "the good guys from the bad guys." And we are all the same way in much of our thinking. We want life to be a simple affair with good guys and bad guys. Thus, in the present controversy our first thoughts have been to find our villain. A scapegoat is needed and the pedagogist has proved a popular one.

Now I happen to be one of the maligned creatures of which I speak. I am a professor of education and, hence, a villain in the drama I have described. My purpose in writing this article is to appeal to my attackers. Allow me a few words—not of defense but of advice—before you attempt to destroy me. Even if I were all you picture me—a foolish but dangerous anti-American—hear me out. I plead not for mercy but for justice and fair play.

Justice is the result of truth; and it is the truth I want to inject into the debate. I find misinformation, half-truths, and over-emphasized ideas abound in the great debate. I would, therefore, like to introduce a few statements of fact into the argument. They may be ignored; but if they are used by both sides, we will increase our area of communication and thereby be drawn toward solutions to our problems. So much false information has been spread in the present controversy that the statement of a few truths would not seem inadvisable. Surely if my adversaries' position is sound, it should not have to be strengthened by untruths.

For my purposes here I will confine myself to only two or three major points about which this half-understanding of which I spoke is most prevalent. Certainly one area which has had vast quantities of condemnation heaped upon it and has likewise suffered from much misunderstanding and misinformation concerns the education of the teacher. May I direct your attention here?

One of the most unknown or misunderstood facts about the education

of the teacher concerns the courses the prospective teacher takes in college. It is often thought that in a teacher-training institution students take all or most of their work in methods courses. I have read many accusations of teachers' having had "how to teach mathematics" courses without ever having had a mathematics course. I do not doubt that isolated instances of this kind can be found, but the fact is that almost all teachers go out with training in their subject matter fields equivalent or better than that of the graduate of the liberal arts college—in number of courses, at least. A high school teacher who has graduated from a teacher-training institution today will have about one-half his work in the academic aspects of the subject he will teach; about three-eighths of his courses will be in general education (subjects which are needed regardless of whether he is to be teacher, engineer, or harpsichordist); and he will have only one-eighth of his work in professional education. We may argue about the advisability of this proportion; however, there is a great difference in saying that students in teacher education programs take only methods courses and in saying that one-eighth of their work is in pedagogy. Surely the truth cannot hurt a valid argument; so we can only assume that the people who spread the misconception of "all these methods courses" either do not know the facts or they do not have a valid argument of their side.

But it is also stated or inferred that the academic preparation of the teacher is less valuable than that received by the liberal arts graduate. This too is worthy of some fact seeking and some logical examination.

I fail to see on what basis we can conclude that the work of the teachers college is any less valuable than that of the liberal arts college in the academic areas. The teacher of academic subjects in the teachers college gets his education at the same institutions as do the professors in li-

beral arts schools. He stands as high in his class. Further, I have visited in several different types of institutions and I cannot see these great differences in scholarship and teaching ability which are often declared; and I don't believe anyone else could find them. And yet I find many critics who are willing to state that a course in *Chaucer* at Northeastern College of Liberal Arts is better than a course in *Chaucer* at Northeastern State Teachers College.

The support for the conclusion of poor academic work at the teachers college runs something like this: "No self-respecting teacher of academic subjects would want to teach in a teachers college. Therefore, all academic professors are continually trying to escape the teachers colleges and find jobs in universities or liberal arts colleges. The good academic teachers get these jobs; the poor ones stay on at the teachers colleges. The teachers colleges thereby become a collection point of all the dregs of the academic world. The mediocrity of the teachers college program is thus self-perpetuating."

The fallacy of this argument lies in its opening assumption. There are many self-respecting teachers who teach in the teacher training institutions. There may be a few who are attempting escape, but the greater percentage that I know look upon their role in the teachers college with pride in their accomplishments. They diligently work to improve their own teaching and the programs of their schools, and like men in every profession they quietly, zealously police their own group. Their scholarship is equal to any of their cohorts in other institutions and their willingness to serve for the betterment of education is, if anything, superior.

Another important fact about the education of the teacher concerns the courses in *education* which the prospective teachers take. Many critics of the teachers college lump all these courses together and call them

method. Actually the field of education embraces several disciplines. The usual high school teacher's preparation in the department of education includes two or three courses in psychology. These are not *method* courses but they are usually called education and taught within that department. Also included in the professional requirement are the hours spent in practice teaching. Generally only one or two courses are actually concerned with *methods of teaching*. Again, as in the previous paragraph, we may argue the worthwhileness of this program. But why practice the deceit of referring to all of these studies as *method* when they include many other subjects of study?

Another bit of misinformation which concerns me is in regard to the people who teach the pedagogy courses. One would assume, if he believed many critics of professional education courses, that all people who teach the subjects are (1) disciples of John Dewey, (2) supporters of *progressive education*, and (3) advocates of the doctrine that social adjustment is of greater value than intellectual development. This may sell articles to magazines but it just isn't true. In the colleges where I have taught there has been as much difference of opinion in educational thought within education departments as within the college faculty as a whole.

Academic opponents of the "social adjustment" school of thought would find good company in such men as I. L. Kandel and Clifford Hall, both of whom are pedagogists and both of whom have for years advocated a more intellectual view of education and its purposes.

Staffs of education departments are as varied in their views as are the people who compose any intellectual discussion. Meetings of pedagogists are filled with debate and argument. But in spite of all of this evidence, the critics try to lump all educational thought under one heading and dis-

miss it with a wave of the hand. This lack of knowledge about pedagogists and their beliefs often results in hazy thinking by the attackers. "The villain always has a mustache," is a satisfactory guide to action only as long as *only* villains wear mustaches or until one villain shaves his.

Finally, there is one other fact which to me seems to be overlooked by even the most sincere and constructive critics of pedagogy. The fact I refer to is that pedagogists, professional educators, or (if you will) educationists are human beings. I recognize that there is often a feeling of missionary zeal in the efforts of those who would carry the banner of anti-pedagogy into the fray, but the debate should be made according to differences in principle, not according to personality. I have read and heard things said of the pedagogist which I am certain would not be said of the most dire criminal of our society. Surely you may disagree with another's point of view without degrading him either as a person or a follower of a cause. Surely, human dignity has a place—even in this great debate. The opponents of professional education often refer to themselves as the "intellectualists." Such a title is often deserved, but one may also ask, "Is scapegoating ever an intellectual characteristic?" or "Is personal attack and mud slinging an intellectual characteristic?" Referring to one's opponents as racketeers, fools, educational saboteurs, or fellow travelers of Communism could hardly be typical of an intellectual approach to debate.

I disagree with many people about many things, but I find few whose opinions and beliefs I do not respect and none whom I do not respect as fellow human beings. Is it asking too much for you who are anti-pedagogists to treat us, your adversaries, with the dignity due us as fellow members of the human family?

In the present controversy I am reminded of the cartoon which attract-

ed national attention during the heyday of the late Senator McCarthy. The drawing showed the Senator in a car running wildly down the street leaving a trail of victims that had been struck down by the car in its reckless course. The Senator was calling his explanation to a policeman, "It's all right? I'm chasing Communists!"

One of the most glaring inconsistencies in the present situation is that many people who were objecting to McCarthy's tactics of guilt by association, guilt by accusation, and guilt by suggestion a couple of years ago are now using those same tactics on the pedagogists. Thus we find outstandingly anti-intellectual methods employed by those who most fervently claim the label of "intellectual."

Some months ago a prominent scientist spoke out against the high school's program in his community. He maintained that courses in marriage and social adjustment were replacing the more valuable courses in mathematics and science. He further stated that courses in marriage were of little value and the learning that goes on in them could be better achieved by "learning by doing" after the nuptial vows. The scientist's point of view may have been well taken, but the facts he presented about his local school simply were not true. The course in marriage and family living did not replace other courses; it was a non-credit course which met once a week. If this same scientist had been guilty of such sloppy research in his own field, he would have been laughed out of his professional association! But in this case it was all right—he was criticizing education.

In a recent debate regarding state certification requirements one anti-pedagogist made this remark about his opponents, "All of their arguments are automatically invalidated by the fact that they are professional educators." If this idea were to be applied in all debate, there could be any argument or discussion. What

folly this is! And yet, no one outside of education criticized his stand. It was all right—he was attacking education.

Recently I was in the company of several college professors representing various institutions. We were discussing the effects of the Cold War on academic freedom. We spoke of loyalty oaths, censored books, and dismissals. I heard one of these teachers say, "We had only one person at our school dismissed because of suspicion—but he was only a professor of education." I assume from his statement that he believed academic freedom should not extend to the pedagogist!

When Dr. Chester Travelstead was dismissed from his position at the University of South Carolina for supporting the Supreme Court decision on segregation the criers for academic freedom were strangely quiet. But Dr. Travelstead was dean of the College of Education, so the attitude of many academicians seemed to be "so what?"

Several years ago I wrote an article for the *Journal of Education* in which I stated that we in professional education should listen to our critics. I maintained that we had much to learn from them and that we could strengthen our field by adopting many of their suggestions.

I'm sorry I wrote the article, I was wrong for the most part. So much of the criticism of today is of the sort I have talked about in the preceding paragraphs that I doubt anything can come of it. Many of the attackers do not seek improvement of schools; they seek only intellectual scalps to add to their belts. From such careless and irresponsible attacks we can learn nothing.

But to those of you who are sincere in wanting to help improve education in our country today, I say "Godspeed!" If you believe this can only be done by fighting the pedagog-

(Continued on Page 106)

Indiana State Teachers College Theatre Activities Extend Themselves Into Far Away Places

Report on Tour of SEE HOW THEY RUN to Defense Bases in Far East by Sycamore Players

TO: Overseas Touring Committee, AETA, and the USO

FROM: Dr. Robert W. Masters, Professor of Speech and Director of Dramatics, Indiana State Teachers College

Summary of Statistics on SEE HOW THEY RUN performances

Number	Place	Total Attendance	Aver.	Total Laughs	Aver.
4	Japan	500	125	1487	387
15	Korea	4764	317 plus	5310	354
6	Okinawa	2940	420	2080	346
3	Philippine Islands	704	234 plus	1108	369 plus
3	Guam	1189	396 plus	1128	376
31	Overseas Performances	10,097	325 plus	11,113	358

A Breakdown of the Above Figures

Performance Number	Place	Date	Number in Audience	Number of Laughs
JAPAN				
1	Yamato Service Club	Nov. 10, 1958	150	393
2	Gen. Depot ASC	Nov. 11, 1958	50	372
3	Johnson Air Base Service Club	Nov. 12, 1958	250	396
4	Kishine Service Club	Nov. 13, 1958	50	326
KOREA				
5	Osan Service Club	Nov. 15, 1958	310	228
6	1st Corps Artillery	Nov. 16, 1958	280	390
7	1st Cav. Div. C.C. No. 3 Theatre	Nov. 17, 1958	450	344
8	1st Cav. Div. C.C. No. 2 Theatre	Nov. 18, 1958	513	397
9	1st Cav. Div. C.C. No. 1 Theatre	Nov. 19, 1958	264	336
10	1st Cav. Div. C.C. No. 4 Theatre	Nov. 20, 1958	114	233
11	7th Inf. Div. Camp Hovey	Nov. 21, 1958	410	397
12	7th Inf. Div. Camp Casey	Nov. 22, 1958	323	340
13	7th Inf. Div. Camp Beaver	Nov. 23, 1958	262	326
14	7th Inf. Div. Camp Kaiser	Nov. 24, 1958	420	412
15	4th Missile Com. Camp Page, Quonset Theatre	Nov. 25, 1958	253	381
16	Ascam Base Service Club 8th Army	Nov. 26, 1958	340	356
17	SAC Seoul Area Com. Theatre 2	Nov. 27, 1958	540	408
18	SAC Seoul Area Com. Service Club	Nov. 28, 1958	185	389
19	Air Base, K 19 Service Club	Nov. 29, 1958	100	373
OKINAWA				
20	Camp Courtney Theatre	Dec. 3, 1958	225	375
21	Fort Buckner Theatre	Dec. 4, 1958	140	281
22	McTurans Theatre	Dec. 5, 1958	250	319
23	Keystone Theatre	Dec. 6, 1958	350	435
24	U.S.S. Midway 1st Hangar	Dec. 6, 1958	1700	331
25	Sukeran Theatre	Dec. 7, 1958	275	339
PHILIPPINE ISLANDS				
26	Clark Air Base Silver Wing Service Club	Dec. 8, 1958	215	444
27	San Miguel Service Club	Dec. 9, 1958	139	317
28	Cube Point Theatre	Dec. 10, 1958	350	347
GUAM				
29	Naval Air Base Theatre Agana Bowl	Dec. 13, 1958	689	344
30	Naval Hospital Theatre	Dec. 14, 1958	150	309
31	Anderson Air Base Meeken Theatre	Dec. 15, 1958	350	475
	HOME	Dec. 20, 1958		

(Continued on next page)

Text of Report on Theatre Tour

May 9th and 10th on the campus of Indiana State Teachers College Theta Alpha Phi held its national convention. Professor Edward Wright of Denison University attended and watched the students of Indiana State manage the convention and observed

ant Louis F. Hood who gave him full instruction on how to fill out the many forms and on procedures for obtaining passports and shots. Official announcement of the tour was made the next day at the luncheon held by the Contemporary Theatre Course Tour in the Georgian Room of the Hotel Piccadilly by President Raleigh W. Holmstedt. Upon returning to the campus, Dr. Holmstedt called a meet-

students and Mrs. Roach was allowed to complete her immunization at Fort Benjamin Harrison in Indianapolis.

Immediately upon the opening of the fall quarter Dr. Gladys Rohrig, the director of the play, set up a schedule of fourteen rehearsals of various kinds to prepare the play for presentation suitable to any kind of facilities that might be encountered for performances. She also assigned specific technical responsibilities to the cast since all phases of each presentation would be in their hands.

All members of the cast helped to set the show, strike the show, and load the paraphernalia into whatever type of transportation was afforded. The men always helped the women with their luggage.

On Thursday evening Colonel Jerome Coray, director of the USO Entertainment Department, Justin M. Morrill, USO campaign director, and DeHaven Woodcock of the Chicago regional USO office came to Terre Haute to talk to President Holmstedt, Dean Thursfield, Dr. Rohrig, Mrs. Roach, Dr. and Mrs. Masters, and the cast. Colonel Coray told them what to expect on the tour. After a questioning period, a picture using a large USO flag as the background was taken of the entire group.

President Holmstedt had the idea of having a preview performance of the play in the Student Union Building before an invited audience of distinguished citizens of the Wabash Valley who are interested in Indiana State. A tasteful invitation was printed worded in the following way:

President Raleigh W. Holmstedt invites you and your family to be guests of Indiana State Teachers College at a special preview performance of the Sycamore Players production of

SEE HOW THEY RUN

which will tour the Far East sponsored by the U. S. O. The Defense Department and American Educational Theatre Association.

Wednesday evening, October 29, 1958 7 o'clock C.S.T.
Student Union Auditorium

Reception following in Student Union Ballroom
Please present this invitation for reserved seats

Name	Home Town	Role	Additional Duties
Mrs. Dora I. Roach	New Augusta	Unit Manager	Chaperone
Suzu Schatz	Terre Haute	Ida	Makeup
Doris Jean Knapp	Evansville	Miss Skillon	Props
Nancy Lewman	Terre Haute	Penelope Toop	Costumes
Jan Benjamin	Lafayette	Lionel Toop	Stage
Martin Henderson	Casey, Illinois	Clive Wilson	Stage
Don Johnson	Terre Haute	Bishop Dudley	Costumes
Bob Clark	Lewis	Intruder	Sound
Jerry Melloy	Evansville	Rev. Arthur Humphrey	Front Man
Wayne Largent	New Albany	Sergeant	Props

their proficiency as theatre technicians and performers. He noted also and carefully inspected a production book of SEE HOW THEY RUN which had been made by Ruth Ann Schuh, student director for Dr. Gladys Rohrig who had directed the play. The book was awarded a national prize. As Chairman of the AETA Overseas Touring Committee, Professor Wright told Dr. Masters of Indiana State he would be glad to nominate the Sycamore Players for a tour of the Far East to perform for the USO before defense installations. Dr. Masters assured him that the players would like very much to do that. The group felt highly honored because only ten colleges and universities were chosen. Immediately the correspondence was initiated and definite commitments were made by the college to the Department of Defense and USO.

During the last week in August, 1958, Dr. R. W. Masters called at the office of the director of USO shows in New York City, met Colonel Jerome Coray, and was thoroughly briefed by his able assist-

ing of the Dean of Instruction Richard Thursfield and Dr. Masters to make plans. It was decided that arrangements would be made so that all students touring could register for a full quarter's credit and thus lose no school time. They would be given deferred grades and allowed to do special projects in order to make up for the time away from the campus. It was also decided to ask the secretary of the college board, Mrs. Dora Ingram Roach, to accompany the troupe as chaperone, director, and unit manager. She was very happy to accept. The nine members of the cast were contacted and the long task of filling out forms began. The college physician administered shots to the

All faculty and students were invited also. On the evening of October 29 before an audience of approximately 1500 people the play was performed and immediately afterward a reception sponsored by the college and the USO was held in the Union Building ballroom. Over 500 people passed along the reception line made up of the following people in this order: President Holmstedt, Dr. Masters, Mr. Elmer R. Krueger, state USO chairman, Mrs. Dora Roach, the cast, and Dr. Gladys Rohrig, Miss Patricia Harris, assistant regional director of the USO, and DeHaven Woodcock, regional director of the USO. Members of the Pamarrista and Blue Key honorary groups served as ushers.

Bright and early (5:00 a.m.) Monday, November 4, members of the administration, Dr. Rohrig, interested faculty members, families, and Dr. and Mrs. Masters gathered at Hulman Field which was smothered in a very dense fog. Patiently but with apprehension the group awaited the plane that was to take the troupe away at 7 o'clock. The time of departure arrived but no plane. The fog seemed even denser. The minutes, then the hours passed slowly. Gradu-



In the receiving line for the reception following the preview of *See How They Run* are from left to right, President Holmstedt, Dr. Masters, Mrs. Roach, and Mr. Krueger.

ally the well-wishers had to leave to go to work. A newspaper man who had learned of the stranded players came out. They stacked their gayly decorated luggage and posed for a picture gazing forlornly into the heavy mist.

However at 10 o'clock (3 hours late) a small passenger plane took them away. It had to stop for pas-

sengers at Danville, Illinois, and all of the excess baggage was dumped. They were told it would catch up with them. So at last they were on their way without any of the articles they would need in order to perform. At Chicago they missed their west-coast bound plane but were quickly transferred to the American line and enjoyed the "red carpet" treatment the line has since become noted for. They arrived in San Francisco, got over to the Pacific Greyhound station, and without having too long a wait, after the boys had loaded all the luggage, were on a bus and out to Travis Air Force Base at 10:00 p. m. All were comfortably housed in Bachelor Officer quarters. At 12:00 noon the next day they boarded a Military Air Transportation Service plane and flew to Honolulu. The flight took 9 hours and each person consumed a box lunch on the way. There was a 5 hour wait at the airport then they boarded again and landed on Wake Island where it was very warm. It was Thursday, November 6th. That evening they came down at Tachikawa Air Base at 5:15. No one met them. An Air Force sergeant took them to customs and helped them onto a bus which took them



A scene from *SEE HOW THEY RUN*.

to Washington Heights in Tokyo. Mr. Saylor of the USO shows greeted them but said he had not been told they were coming. That evening the whole troupe went to the theatre. They did not see Kabuki; they saw the Kokusai spectacular Autumn Dance and thought it was one of the most magnificent things they had ever seen. They had been told by another USO man they would see something better than anything they could see in the States. Even Radio City could not compare. The theatre was gigantic. The cast was all girls. It cost 450 yen (\$1.22) for the best reserved seats eighth row center. After the show they took a taxi to Suekuro's where they had a delicious steak dinner. They all thought Tokyo was wonderful. They stayed there until November 14th and were flown to

Korea. Later that week all but Mrs. Roach and Don Johnson went to see Kabuki, the national Japanese theatre form. The place was packed and they bought standing room but stayed only 45 minutes.

In Korea many forms of transportation were used, the most exciting being helicopters. The company was provided with an escort officer who facilitated things considerably during the time the company was in Korea. They arrived there on Saturday, November 15, and stayed until November 29. On the evening of November 28 they were entertained with a banquet. There were many high ranking officers present including General (3 star) Lee, chief of staff for the United Nations Command of Korea. The Gaillard sisters, one of whom has

charge of all USO in Korea, were present also. All members were given brightly decorated cigarette lighters as mementos of the occasion. Everyone was glad to return to Japan. They liked it there very much; although everyone in Korea had been very hospitable, they found Japan a much prettier and therefore more enjoyable place.

Tuesday, December 2, they landed in Okinawa. It was there that the most exciting event of the whole tour happened. They were invited and performed aboard the aircraft carrier U.S.S. Midway December 6th. After the performance they were taken on a tour of the vessel and a fine dinner was served them in the officer's dining room. While at Okinawa
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Opportunities and Responsibilities In Business and Business Education*

PAUL S. LOMAX

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New York University

Introduction. It is a pleasant privilege for me to have this opportunity to consider with you the subject of Opportunities and Responsibilities in Business and Business Education.

We live in unusually momentous times. Great economic, social and political developments have been taking place among the masses of the huge world population of 2.7 billions of people as an aftermath of World War II. Moreover, the Russian and American satellites of recent months have ushered in a new Space Age of unbelievable developments. The remaining 42 years of this remarkable 20th century and the first decade or so of the forthcoming 21st century,

which will become a part of the lives of many of you, will produce tremendous developments that the imaginations of even the most brilliant minds of men and women cannot as yet foresee.

Such a fascinating and awe-inspiring world in which you have to live your lives imposes on each of you young people one uppermost obligation, and that is to develop a life career plan, including an occupational-career plan, in which you seek to make wise use of your God-given talents for the betterment of others and yourselves. Many of you fortunately already have an occupational or a professional-career plan. Each of you should have one. In such a plan you determine what you believe to be the major occupational-career purpose of your life along with other major pur-

poses of life, as in the home, in accordance with which you seek to realize your best selves in mind and spirit.

Such an occupational or professional career plan needs to be kept flexible in nature and always subject to modification according to changing circumstances of life. A plan of this kind, anchored in a high purpose of life, serves as a beacon light at all times to point the way along which to travel and fulfill in a purposeful way one's best self. Let me cite an example. In my undergraduate college days I knew a young man who fortunately was advised by his college counselor to prepare himself for the profession of teacher education in one of its specialized areas which at that time was a relatively new field and which showed promise of becoming a widespread and very important development. The professor advised the undergraduate student to think of the various kinds of teaching and supervisory experiences that would be useful to have when the opportunity might come to him to enter teacher education. The student prepared a plan that called for high school and

*Address delivered at the Nineteenth Business Education Clinic, April 25, 1958, I.S.T.C.

college teaching and supervisory experiences, and for supervisory and administrative experiences in local, state, and federal educational organizations. This professional career plan proved to be most significant in the developing occupational experiences of this young man. In a period of sixteen years, interrupted by a term of service in World War I, he had acquired the kinds of educational experience called for in his professional career plan. At the end of the sixteen years, the long planned-for and worked-for opportunity came for him to enter teacher education in his chosen field. To be sure, the details of his career plan did not work out exactly as he had anticipated, and the order of getting the kinds of educational experiences was quite different than he had thought possible, but nevertheless the dominant purpose of his plan kept him on a single track of endeavor to seek to make his professional life as worth while as his talents and industry would make possible.

Let us now consider the problem of building an occupational-career plan from the standpoint of two main questions:

1. What are the opportunities in business and business education?
2. What are some of the responsibilities involved in these opportunities?

Opportunities in Business and Business Education

What are the opportunities in business and business education? I shall present the answer to this question in terms of a few important economic and occupational trends.

1. *The population and resulting labor force trend.* As we so well know, there is a present trend of rapid expansion of population in this country. The population of this nation has increased 110 million in my own lifetime up to now. Its present population of 173 million is expected

to increase to 180 million by 1960 and 220 millions by 1975. This rapid increase of population will result, of course, in a big expansion of the size of our labor force. That labor force in 1955, including all manpower, was nearly 69 millions or about 58 per cent of the population. This labor force is expected to rise from 69 millions in 1955 to 79 millions by 1965.

2. *Trend of rising level of education of the labor force.* In the 1950 United States Census it was found that almost one-half of the persons 25-34 years of age, or one out of two, had completed high school, and at the same time less than one-fifth of the persons 55 years of age and over, or one out of five, had received that amount of schooling. In 1955 the number of college degrees earned was 13.6 per cent of the population 22 years of age. This compared to 1.8 per cent in 1900. In the same year of 1955 the number of high school graduates was 62 per cent of the population of 18 years of age; in 1900 the per cent was 6.3. When you consider this rising level of education of the labor force, in general, you can at once appreciate how fortunate you are to be college students and how imperative it is that you continue to make best possible use of this educational opportunity if you are to achieve your best life fulfillment.

3. *Trend of an increasing percentage of women in the labor force.* In 1940 women were 25 per cent of all workers; in 1956, almost one-third of all workers were women. Also, in 1956, women were 41 per cent of all sales workers, and 67 per cent of all clerical or office workers.

About 36 per cent of all women of working age are now wage earners. The average age of these women workers is 39 years. Three out of four of them are married women.

4. *Trends of an increasing proportion of the labor force who represent "skilled" manpower as opposed to*

unskilled labor. The increasing complexity of our American business economy has been characterized by changing occupational technology, including automation and mechanization. This different business economy has created a growing need for more and more education of various kinds in a larger and larger proportion of the total labor force. This rising amount of education that employers are requiring for more and more occupations is taking place, as we have observed, at the same time that there is a rising level of education of American workers, in general.

James P. Mitchell, Secretary of Labor, states that the 1958 college graduating group is "placed in an excellent employment position. . . . Low birth rates during the pre-World War II depression years have created a serious gap in the male labor force. In 1965 there will be 700,000 fewer men aged 25-34 than today. . . . There is a particularly acute need for men with advanced university degrees. Nearly 80 thousand graduate degrees will be granted this year and 390,000 bachelor degrees. Those of you who can continue your education should do so by all means. Advanced training in your specialty will bring handsome returns in salary for career opportunities in the years ahead."¹

The effect of the low birth rate of the 1930's upon the labor force is strikingly shown by the following facts: Of an additional 10 million workers that it is predicted will be added to the labor force by 1965, 4½ million will come from the age group 14 through 24, 5 million from the age group 45 and older, and only ½ million from the middle age group 25 through 44. Therefore, business employers will be obliged in the immediate years ahead to continue to accept high school education as a mini-

¹"Career for the College Man," p. 11, New York 36, N. Y.: Career Incorporated, 1958.

imum education requirement for large numbers of beginners in office and sales positions. While college graduates usually will have to start in beginning positions, they with more education and other needed qualifications should be able to advance more rapidly to more responsible employment.

5. *Trends in certain specialized areas of business occupations.* We think of all occupations as divided into two main areas: (1) goods producing area of the labor force, and (2) service producing area of the labor force. The goods producing area includes the extractive industries, such as coal, oil, gas; the manufacturing industries, such as steel, autos, clothing; agriculture; and the construction industry. The service producing area includes such lines of employment as buying, selling, finance, transportation, communication, and teaching.

Business occupations are mostly found in the service producing area. What is the employment trend in these two main areas of the labor force? In the goods production area in 1919 there were 26 million workers employed; in 1955, 28 million or an increase of 2 million in 36 years. In the service production area in 1919 there were 14 million workers employed; in 1955, 30 million or an increase of 16 million in 36 years. In other words, the increase of workers in the service production area was eight times that of the goods production area. Therefore, the business employment opportunities in the immediate years ahead will be especially extensive and varied. Let us consider a few kinds of business occupations.

Retail and wholesale trade area. The number of workers in this area is exceeded only by the number in manufacturing. The number of persons employed in retail and wholesale occupations more than doubled between 1919 and 1955.

Finance, insurance, and real estate. The most common occupation of

course, in these three lines of business employment is office work. However, there is a large number of sales personnel. Nearly one-half of the workers are women. The number employed in these areas of finance, insurance, and real estate increased more than 200 per cent from 1919 to 1955.

Insurance is a particularly large and growing field of business employment, which ranks in size with such great industries as those of automobiles, iron, and steel. The number of workers in insurance increased nearly 45 per cent from 1947 to 1955, although it is expected that this growth may slow down some in the next 8 or 10 years.

Clerical and sales workers. Clerical and sales kinds of employment cut across most occupational areas. The total number of such workers constitutes about one-fourth of the total labor force.

The clerical or office group includes stenographers, secretaries, and bookkeepers. About one out of every four employed women is an office worker. The trend of increase in office pursuits, the same as in sales employment, will continue to take place, but it is thought at a slower rate, due to further mechanization, automation, and other factors.

Profession of Accounting. Accounting is the second largest field of professional employment for men. Fewer than 10 per cent of accountants are women. There is a large number of accountants in the civil service—federal, state, and local—the same as is true of numerous other kinds of business employment. The demand for accountants is expected to be strong at least through the first part of the 1960's. A little more than one out of six accountants is a CPA.

Profession of Teaching. Teaching is the largest of all professions. About 1½ million are employed in it. For men, employment opportunities in the profession of teaching are second only

to engineering. There is about an equal number of men and women employed in secondary schools. In college, however, men comprise three-fourths of the total staff.

In line with the rapid growth of the population of this country, there will be a big expansion of enrollments in our schools and colleges. Of course, this will mean an increasingly larger demand for well-qualified teachers, guidance counsellors, supervisors, administrators, and other numerous kinds of educational employment.

Since it is expected that the enrollment in the field of education for business will continue to be one of the largest in high schools and relatively large in higher education, the demand for business teachers will be strong.

This strong demand will be true especially in colleges and universities where the need for business instructors with the doctor's degree is expected to become increasingly acute. The American Association of Collegiate Schools of Business in a comparatively recent report announced: "Something over 6,000 additional teachers of business administration will be needed by 1970. The supply in sight from traditional sources, namely graduate schools, is totally inadequate."²

One of our colleges has aptly referred to preparation for business teaching as "a career training with a double dividend." It is possible to have such preparation qualify a student for employment either in the field of business teaching or in the field of business itself or both, as happens in numerous cases.

Moreover, with the growing improvement of beginning salaries in the teaching profession, both in high

²"Professional Education for Business: Faculty Requirements and Standards," *Collegiate News and Views*, Vol. IX, No. 3, March, 1956, p. 5.

schools and colleges. I believe that you will find that increasingly these salaries will tend to compare favorably with those that, in general, will be offered in beginning business employment. To be sure, top salaries of business will be much larger than top salaries of education. No doubt, that will always be true, as it has always been true in this country. Nonetheless, it appears most likely that salaries in education in the higher brackets will tend to be sufficiently large to provide schoolmen and women with a very respectable scale of living.

Responsibilities in Business and Business Education

So much for a consideration of some of the opportunities in business and business education. Let us next turn our attention briefly to some of the responsibilities that you have in preparing for and dealing with the opportunities in business and business education.

Fulfilling a worthy life purpose. It is right and natural that a young person should feel deeply and strongly the primary importance of selecting a vocation or profession that will be for him or her a satisfying and worthy life career. A serious responsibility of such a young person in the selection of a vocation is to have it in keeping with his abilities, interests, and possibilities.

If it is a vocation, as in insurance or banking, in which large business organizations offer their own training programs for college graduates, he should seek full information about such programs. I recall a young college man who in his junior year in a university school of business arranged to interview the officials in charge of training programs of five different large life insurance companies. The purpose of his visits at the time was not to seek employment, but to learn about the job requirements, opportunities, and responsibilities in the life insurance business, and the na-

ture of the company training programs. He had had a basic course or two in insurance, found himself very much interested in this field, and wanted to determine whether he should major in insurance in his further college preparation.

He was well received by the companies he visited. Their interest and help spurred him to continue his insurance preparation. When he graduated the next year, one of the companies offered him a place in its training program. He accepted and completed about three-fourths of the program before he, as a ROTC trainee, had to begin his two years of military service. Of course, the company knew about this obligation in advance. He was granted leave by the company; and upon completion of his military service, he plans to return to the company.

Another item in this young man's preparation for his chosen life career in insurance is that he in his ROTC work selected the ordnance branch of the army as probably being the most closely related to a general kind of business experience. Those young men who have a military obligation to fulfill should study carefully the wide variety of kinds of military work; and to the extent that it is possible, at least in time of peace, they should seek kinds of military service that are fairly well in line with their chosen life-career vocations.

Building an occupational career plan. In this example that we have used of a young man who has chosen a life insurance vocation, we also have an example of a young man who had and is building an occupational career plan. That seems to me a second basic responsibility in meeting one's opportunities and responsibilities in business and business education.

Broadening preparation for the chosen vocational or professional career. While it is usually very desirable for a college student to intensify his preparation for his chosen

vocational or professional career, he should at the same time include in his college preparation, education that will broaden and deepen his interests in highest life values of man's achievement in the humanities, arts, and sciences. In other words, do not over-specialize in your college preparation, undergraduate and graduate. This applies both to business employment and business teaching.

H. A. Bullis, Chairman of the Board of General Mills, has pointedly stated the issue of a right kind of education:

"A highly educated man has been educated at two levels: first, he has a practical understanding of modern technology, is able to foresee its developments and its economic and sociological impact on modern society. Second, he has been tutored in humanistic values. His knowledge of history, economics, religions, sociology, and psychology must be so thorough that he can evaluate change in terms of continuing human progress rather than as a threat to human stability."³

Here you have a third primary responsibility to acquire a broad and well-balanced preparation to deal with opportunities in business and business education along with human affairs in general.

Doing well the present opportunities that a person has. It is highly important that young people like you ever keep in mind that your present student life is both a preparation and a participation. How well or how successfully you *participate* in your present classroom work and other college duties becomes the real measure of how well you are preparing for your life's responsibilities in vocation, home, church, civic affairs, and gen-

³Edward E. Booher, "Does Business Need the Liberal Arts Graduate?" *Think*, 23:15, April, 1957.

program was arranged to include five general group meetings, three major addresses, three meetings of the discussion groups, a symposium on "An Appraisal of Preparation of Teachers in Indiana," a review of the previous ITE Workshops, and panel reports of the discussion groups. The discussion group leaders and recorders were as follows:

DISCUSSION GROUPS

Chairman: Dr. George M. Waller, Butler University

GROUP I

Leader: Dr. John Best, Butler University; Recorder: Mrs. Margaret Barnes, Butler University

GROUP II

Leader: Dr. Shirley Engle, Indiana University; Recorder: Dr. Ray-

mond Gibson, Indiana University

GROUP III

Leader: Dr. Muriel McFarland, Purdue University; Recorder: Dr. R. A. Oesterle, Purdue University

GROUP IV

Leader: Dr. Graham Pogue, Ball State Teachers College; Recorder: Dr. Robert Bell, Ball State Teachers College

SUMMARIES OF ADDRESSES

Teacher Education Across the Nation

MARGARET LINDSEY

Professor of Education, Teachers College
Columbia University

As a point of departure, Dr. Lindsey talked from Woodring's *A Fourth of the Nation*.¹

After presenting Woodring's proposals for professional education she described Dr. Woodring as a professional educator playing the role of the mediator, and having the support of powerful financial backing. (At present he is a full-time consultant for the Fund for the Advancement of Education of the Ford Foundation.)

In her analysis of Woodring's theses, Dr. Lindsey expressed five points. Concerning his assumption that it is impossible to supply enough teachers she feels that the facts do

not support such an assumption. His second assumption that professional educators can not, do not, and will not do the job that can't be done is the Fuller and Bestor type of criticism and she felt was unjustified. In the third place Dr. Lindsey interpreted Woodring to ask if we are a profession and if it takes special preparation to enter the profession, with the assumption that a teacher can learn all he needs to know by practice.

She spoke of the fourth assumption, that the person to do the job is not the professional educator but the academician; educational psychology should be taught by the psychologist, the history of education by the historian, and the philosophy of education by the philosopher, according to Woodring. Stating the fifth assumption, that it is not necessary to study

the job of teaching—it can be learned on the job, Dr. Lindsey said that is not what is being proposed for doctors and engineers. She further stated that this proposal is a flagrant denial of all we have learned about education. The people making the proposals are not the people who have studied teacher education.

Dr. Lindsey concluded with an elaboration on these four suggestions:

1. A rigorous evaluation of teacher education is in order. There is no excuse for poor teaching nor for failure to keep abreast of what is going on.

2. There is a need of forceful communication of issues with the true facts put before the public.

3. Professional educators must devote time to greater problems than the question of giving two or three credits and what textbooks should be used.

4. Where do we get the evidence? There is much need for research in the field of teacher education to support our position.

Principles and Procedures in Evaluating Programs Of Teacher Education

RALPH W. TYLER, Director

Center for Advanced Study of Behavioral Sciences
Stanford, California

In giving the problems involved in programs of evaluation, Dr. Tyler listed as preliminary appraisals the considerations of the various structures

of objectives, organization, and appraisals in terms of the best criteria we know.

Dr. Tyler stated that evaluation is

always recognized as a part of the total learning cycle. The need for evaluation is widely accepted: it provides a feedback for students; it provides evidence for testing hypotheses that are made in organizing a program and makes possible increased confidence for the teacher when he has done a good job of evaluating.

The general theory of evaluation is widely accepted, Dr. Tyler said. Its

eral social living. And then when you are ready to enter business employment or business teaching, or perhaps have already entered such, make the most of the opportunities that you have. It is the person who participates constructively and enthusiastically in the discharge of his present opportunities, however relatively modest they may seem at the moment, that is making best preparation for larger opportunities when they come to him. It is this wholesome attitude of mind and *working* philosophy that comprises a fourth vital responsibility in meeting opportunities in business and business education.

Conclusion

Finally and in conclusion, it is well to keep in mind, as you carry out your career plan, modifying and improving it according to changing circumstances of life, that each new day will ever present its further responsibilities to cope with new opportunities and challenges. Join with Charles F. Kettering, the so-called dean of American automotive engineers, in his outlook upon life as you live it in the period of tremendous events that lie ahead:

"I want the future to be better than the past. I don't want it

contaminated by the mistakes and errors with which history is filled. We should all be concerned about the future because that is where we will spend the remainder of our lives.

"The past is gone and static. Nothing we do can change it. The future is before us and dynamic. Everything we do will affect it. Each day brings with it new frontiers, in our homes and in our businesses, if we will only recognize them. We are just at the beginning of progress in every field of human endeavor."

Tenth Indiana Workshop On Teacher Education-Turkey Run State Park-November 10, 11, and 12, 1958

INTRODUCTION

Recognizing the need for uniformity of continued growth in the field of Teacher Education in the state of Indiana, a group of people gathered themselves together ten years ago to try to identify some pertinent problems in the education of teachers. They met at McCormicks Creek State Park for four consecutive days, March 7, 8, 9, and 10 in the year 1949. The success of this first workshop stimulated the planning of the second one which took place at McCormicks Creek State Park on November 15, 16, 17 and 18 of the same year.

From that time, each year, early in November, people interested in Teacher Education have met at one of the state parks to participate in discussions concerned with a subject timely to the profession.

Thus began this series of workshops in the state of Indiana under the sponsorship of the Directors of Student Teaching, a group that later became the Indiana Unit of the Association for Student Teaching. The dates and topics considered in the Workshops to date are as follows:

March, 1949, "Identification of Problems in Teacher Education;" November, 1949, "The Common Curriculum for Teachers and Their Proper Guidance in Training;" November, 1950, "Establishing Permanent Organizations of State Agencies Concerned with Teacher Training and the Identification of Desirable Competencies for Teachers;" November, 1951, "Problems in Teacher Education in Indiana;" November, 1952, "Are There Better Ways to Educate Teachers for Indiana Schools?;" November, 1953, "How Can Our Colleges Develop Intellectual Vigor in Teachers?;" November, 1954, "The Improvement of Instruction in Indiana Colleges;" November, 1955, "The Nature of General Education for Prospective Teachers;" November, 1956, "Understanding and Improving Teacher Certification;" and November, 1957, "Evaluation of Teacher Education."¹

¹For published reports see *The Teachers College Journal*: Vol. XXIII, No. 4, January, 1952; Vol. XXIV, No. 4, January, 1953; Vol. XXV, No. 6, May, 1954; Vol. XXVI, No. 6, May, 1955; Vol. XXVII, No. 5, March, 1956; Vol. XXVIII, No. 4, January, 1957.

The workshops have been planned by a Steering Committee composed of people chosen by the Executive Committee of the Indiana Unit of the Association for Student Teaching. The workshop participants are professional, academic and lay people who have been appointed through the various state committees, organizations and agencies concerned with teaching, along with representatives appointed by the presidents of the thirty-one colleges or universities in the state of Indiana having teacher training programs.

This tenth workshop was concerned with the theme of Evaluation in Teacher Education. The Steering Committee planned for the group to face the growth of teacher education in Indiana, to discover Indiana's ranking in terms of programs in other states across the nation, to review better ways of evaluating such programs for the training of teachers and to become acquainted with the ways in which accrediting agencies evaluate teacher training programs in colleges and universities.

In light of these objectives, the

poor scheduling and it should, of course, be avoided.

Before considering the telescoping of education courses, however, educators were urged to rethink in education. It was pointed out that it would not be feasible, for example, to relate elements of mathematics to principles of child development and psychology of learning, and to perform a similar task for all other subjects areas, in one course.

Professional textbooks may cause some overlapping in education courses.

It was agreed that it would be well to look at academic areas as well as or in relation to, methodology; for to confine group members to a consideration of professional education alone would circumscribe the discussion.

"How can subject-matter instructors find time to put across necessary concepts?"; it was asked, the assumption being that certification requirements consume much teacher education time.

The necessity for sub-college level courses for high-school graduates poorly trained in mathematics, science, English, and history, Dr. Waller pointed out, is one of the principal reasons for the widely-held assumption that the teachers of these same students *must themselves be unprepared*. Perhaps all educators should find out whether it is teacher or textbook trouble, parent failure, or the failure of society, which is at the heart of the problem.

But, the main question is, "What can teacher-education do about it?" When asked if history departments were satisfied with the history majors who are going out to teach, the answer was negative. One history professor believes that it is the basically weak who go into teaching. Two conclusions were then stated: (1), That teacher-training institutions must be more selective in accepting teaching trainees; and (2), that such institutions must be sure that trainees

are well prepared both as to subject matter and knowing how to teach.

Evidences which might be used in evaluation of teacher education were surveyed

Individual testimony from group members with diverse backgrounds is inconclusive.

Systematic survey of student opinion was mentioned with two cautions: (1) that it has limitations; and, (2) that it should be longitudinal and might be expected to vary even with one individual from time to time.

Survey of opinions of superintendents was also included.

Survey of college-level, subject-matter instructors was suggested. Mr. Davison, representative of the TEPS Committee raised the question of whether or not later performance on the job and the incentive to become more effective in instruction should be the responsibility of teacher education.

What is being done in evaluating teacher education now in Indiana?

Ball State questionnaire to graduates, principals, and superintendents.

Ball State Teachers' Clinic (now in third year) attended by graduates, other new teachers who care to come, principals, and superintendents in a ten-county area.

Indiana University summer interviewing and questionnairing on teacher needs after many years on the job with a view toward revamping the fifth-year program.

St. Francis Opinionnaire initiated by science department in which students were asked to list in the order of preference courses of most value.

St. Francis faculty dinner for graduating students at which suggestions for changes and improvements are freely made.

What ought to be done in evaluation of teacher training?

Members of education department should confer with many other departments to plan training.

Members of the education department should confer with each other: (1) to eliminate duplications; and, (2) to provide alternatives for those instructors who may thereby become professional dispossessed.

Professional educators need to interpret education better to others.

Some attention should be given to reducing education requirements for the qualified as is done in some schools in academic areas. It was suggested that professional education would be in a more favorable position if, for example, people in the mathematics department were planning with the methodologists in mathematics.

(1) There is a need to ask academic people what should be taught. (2) There is some natural resentment on the part of liberal art instructors at being frozen out by professional educators. (3) There is help to be obtained from academic instructors for the graduate program: a. To reduce the excessive number of master's degrees in administration and supervision. b. To help in locating courses outside the graduate student's special area for master's work.

Cooperating teachers may be a source for evaluation.

Other resources at hand but not widely used are published reports of findings in teacher-training evaluation.

All educators need to evaluate in light of some agreed-upon objectives in education, as Dr. Tyler suggested. This is likely to sound obvious because it is so fundamental.

It may be noted at this point that the group was more immediately concerned with planning to improve teacher education than with evaluation of what has already been taking place prior to making changes for the purpose of improvement.

main tenet is that education is a process by which students acquire desirable behavior patterns or learn to behave differently (including thinking, feeling, and acting). The purpose of evaluation planning is to identify the desirable pattern of behavior and to plan learning experiences to help students acquire these behavior patterns. He further stated that the ultimate purpose of evaluation is to find out the extent to which students have acquired these desirable patterns.

In spite of the acceptance and agreement of need for programs of evaluation, Dr. Tyler believes there are few such programs. There is a gap between theory and practice caused by four different reasons. (1) Failure to clarify the purposes for a given evaluation program. Distinction must be made between such purposes of the total teacher education program as selection, diagnosis, guidance of teaching and learning, assessments of strengths and weaknesses,

(2) Failure to identify objectives that are attainable and are sought after by other agencies. We usually claim too wide a field and do not assume that other agencies can do some of the things for which we take responsibility. (3) Failure to define clearly the objectives with which we are really working. In explanation, Dr. Tyler said that to be generally educated means to reach the point of bringing together behavior and content. (4) Failure to select devices for appraisal that are appropriate to the objective. The theory of such instruments says that we need to set up situations that call for the behavior sought. Such instruments are rather narrow.

Dr. Tyler listed five steps in evaluation:

1. Define the objectives clearly in terms of behavior and content. The student must understand the generalizations that explain the learning process along with the specific ability to interpret such data, as evidenced by

such skills as leading a discussion about the subject and communicating that learning to others.

2. Select or devise means of gathering evidence. Dr. Tyler recognized two difficulties in this area: the limitation of any one single instrument in doing the job, and the fact that we are conscious of only a few ways of getting evidence (e.g. observing, interviewing, questioning, examining).

3. Devise or select ways of securing the evidence. An experience report might be used to check to see if the student has taken into account the thing expected of him.

4. Get evidence of change or improvement. This involves a need for longitudinal evaluation from the freshman year through the senior year and to two years beyond graduation.

5. Interpretation. What is the meaning of these data for individuals? For groups?

Some Recent Developments in Institutional Evaluation

NORMAN BURNS, Executive Secretary
North Central Association of Colleges and Secondary Schools

"There has been a definite shift in institutional evaluation," Dr. Burns said, "from minimum status to improvement of institutional work at any level on which it is operating." Such evaluation is provided by a program of periodic review of the institution by members of the North Central Commission.

Professional accrediting on an independent basis has caused administrations to revolt against proliferation of agencies which caused petty annoyances of providing enrollment data, etc. He charted the growth of the National Commission on Accrediting and the National Council for the Accreditation of Teacher Educa-

tion. This later group is more closely allied to general accrediting groups such as the National Education Association he said.

Cooperating procedures have been developed with some organizations assuming responsibility for specific evaluations such as program, finance, etc. which makes possible a joint evaluation for an entire program of teacher education.

REPORTS OF DISCUSSION GROUPS

DISCUSSION GROUP I

Group I met three times under the guidance of its chairman, Dr. John W. Best of Butler University. A number of significant points were raised in these discussions. These primary topics are listed in the following

summary. The most outstanding, though divergent, opinions expressed in reaction to the statement of each major topic are listed under the statements.

Is there a lack of content in professional education courses which in time is responsible for a repetitive quality?

Repetition in education is inevitable and desirable.

While both liberal arts and education instructors agree that repetition occurs in subject matter fields, it takes on the quality of progression and reinforcement. In education, the repetition may occur in a series of methodology courses taken in one year. This is largely a question of

Tenth Annual Conference for Supervising Teachers - Indiana State Teachers College, March 13, 1959

GENERAL SESSION

The general session of the Tenth Annual Conference for Supervising Teachers was called to order by Dr. Donald M. Sharpe in the Student Union Auditorium, at 9:30 a.m., on March 13, 1959. Dean Richard Thursfield welcomed the group to Indiana State Teachers College.

The major portion of the general session was devoted to a symposium entitled "What Constitutes a Good Student-Teaching Experience?" Members of the symposium included: Mrs. Susie Dewey, Head of English Department, Gertsmeier High School, Terre Haute, Chairman; Mrs. Jane Myers Fader, Elementary Teacher, Collett School, Terre Haute; Mr. Paul E. Johnson, Assistant Superintendent of Schools, Indianapolis; Mr. M. Edwin Low, Teacher of English, Kokomo High School, Kokomo; and Mr. Bernard Smitka, Student, Indiana State Teachers College, Terre Haute. The symposium participants described those factors which they felt contributed to a good student-teaching experience, as follows:

Mrs. Fader:

The student-teaching experience is one of the most valuable experiences in the preparation of teachers.

A student teacher likes to know just what his cooperating teacher expects of him from the very first day of his student-teaching experience. He likes to be given some responsi-

bility from the first day so that he can "become a member of the class" immediately. Early in my student teaching, I was given responsibility for one subject and gradually worked into additional subjects.

I appreciated the fact that my cooperating teacher often left me in complete charge of the class. She taught me to make sensible lesson plans—short but complete. She also taught me how to keep complete records. She did not hesitate to tell me what I did wrong, but she also told me how to correct my mistakes.

In my student-teaching experience, I wish that I had had more opportunities for doing my own grading. I would like to have had additional experiences in dealing with the parents of my students. Finally, I wish that I might have had an opportunity to develop with my students a code for classroom behavior.

Mr. Smitka:

An effective cooperating teacher helps the student teacher learn to enjoy his work. He gets the student teacher to relax and helps him to feel that he is a part of the classroom. He sees to it that the student teacher has associations with other faculty and staff members.

The student teacher's associations with the principal should be such that the beginning teacher feels that he has someone whom he can turn to when he is on his first full-time teaching position.

The student teacher should have the opportunity to experience failure as well as success.

The cooperating teacher should understand a student teacher for what he is and not what he should be. He should take a personal inter-

est in his student. He should make the student feel that he, too, is a teacher.

The student teacher should have the opportunity to work out his own discipline problems. He should be told what he can do and what he cannot do in the classroom from a legal point of view.

In conclusion, the cooperating teacher should be firm with the student teacher and make certain that the student gets as much out of his student-teaching experience as he can.

Mr. Low:

The three-week, on-campus seminar which precedes the student-teaching experience is of real help to the student teacher.

The cooperating teacher should be a "professional" teacher who loves her work and her students.

In my student-teaching experience, I appreciated the fact that the principal, on the first day, told me what was expected of me. I had the feeling that I was considered part of the faculty.

My supervising teacher helped me to get down to the level of my students. He aided me in bridging the gap between theory and practice.

My student-teaching proved to be a true learning experience. The supervising teacher gave me a chance to work out my own disciplinary problems.

I wish that I might have had more opportunities for "experiencing" practical applications of the theoretical work I learned in school. A student-teacher needs to be given the opportunity, also, to learn just what it is

*Planning Committee: Thelma Bird, Wenonah G. Brewer, Walter Engle, Ann Harrison, Robert Hoskinson, Ralph G. Lantz, John Laska, John Miesel, Edward Ratliff, Otto J. Shipla, Edgar M. Tanruther, Joan Zwerner, Donald M. Sharpe, Chairman.

Since the question of reducing the amount of training for certain qualified students in the colleges of education had been suggested, there followed some discussion of honors programs which have been tried in liberal arts and science schools for the purpose of enriching the program for the superior students.

Two group members had had unfavorable experiences with honors programs and, therefore, held them in disrepute. Maneuvering of courses or programs is not a substitute for a good faculty.

It was pointed out that the real purpose of any institution is to train good people, not to preserve a fine faculty, although the latter goal is a desirable one. The successful administration of an honors program depends upon the quality of the student enrollment.

It would be unfortunate if educators should come to think there was only one way to work with a good student.

DISCUSSION GROUP III

Three major topics were discussed by participants assigned to Group III. These topics were: (1) Procedures that may be used in the evaluation of programs of teacher education, (2) The need for expanded lay participation in school affairs, and (3) The improvement of teacher education through more effective recruitment and selective admission.

Suggested techniques of evaluation included the use of opinionnaires submitted by students, parents, teachers, administrators, and others concerned with the program of teacher education. Although more objective techniques are desirable, no suggestions were made as to how such objectivity could be attained.

Specific mention was made of the evaluative studies being conducted by the Legislative Committee appointed by Governor Handley, Dean Wright's Committee appointed by State Superintendent Young, and the Committee on Teacher Education and Professional Standards.

A suggestion was made that the

group consider the possibility of the formation of a visitation committee of study the various programs of teacher education in the State of Indiana. This proposal met with a certain degree of negative reaction based upon the contentions that the formation of such a committee would constitute proliferation of evaluative groups and that there was the possibility that such a group would infringe upon the individuality of the various colleges.

General agreement existed relevant to the proposition that there is a need for increased participation by lay people in particular areas of school affairs. It is evident that the channels of communication between educators and citizens are often in need of improvement. The belief was expressed that educators should assume the initiative by informing the public of what is being done in the schools and by requesting lay opinion where such opinion is pertinent.

Recruitment lethargy, poor guidance techniques at all levels, and inadequate selection and retention methods were scored as factors which influence the supply of teachers as well as the quality of students entering the profession. Attention was directed to studies which have shown that upgrading standards result in a concomitant increase in the number of students selecting a particular professional objective. A careful study of the content of education courses, accompanied by the raising of standards in these courses, was suggested as an immediate step that each instructor could take toward the improvement of teacher education.

DISCUSSION GROUP IV

The following generalizations are based upon the group discussions.

(1) It was generally agreed that institutions designed exclusively to the preparation of teachers are rapidly disappearing. Some members of the group expressed the opinion that it would be wise for Indiana to do away with the title of "Teachers College."

(2) Teacher education, on the other hand, is increasing and is being offered in many colleges and universities that have not before done so.

(3) Certification requirements were discussed from one extreme to the other. There seemed to be some agreement that we should move toward less specificity of particular course requirements and that we might place greater responsibility upon the institutions of higher learning. Some sentiment was expressed for permitting each institution to provide its own certification requirements, but most seemed to feel that a certain amount of professional education courses should be required by all institutions.

(4) Concern was expressed over the numbers and kinds of teaching permits that are granted each year and of the practices followed by some employing officials in obtaining these permits.

(5) Closely allied to Point 4 was the recognition of need on the part of the profession for speaking for policing itself. It was believed that the members of the profession in total would lead to higher standards. While there was probably greater agreement on this point than any other, the discussion was summarized by simply asking the question, "How do we mobilize to get the profession to speak for itself?" During the final minutes of the last session, Group 4 agreed to support a comprehensive evaluation of teacher education with the recommendation that full-time personnel be employed to direct such a study.

Advice for Adversaries

(Continued from Page 94)

ist, I say, "I am your adversary; let us do battle!" And may I add this advice to my adversary, "Fight with truth; fight fairly; fight intellectually; and fight maintaining the principle of human dignity!" For if we can both so fight we will both win. Our people will have better schools; and that is what we are both fighting for.

the principal, the pupils, and the student teacher, himself, should all have the opportunity to participate in the evaluation process at one time or another during the student teaching experience. The group was divided in its opinion as to whether or not a student teacher's pupils should be asked to evaluate his effectiveness. Those who favored the idea suggested that the procedure be used only if the student teacher wanted such an evaluation and administered the evaluation with care.

Student teacher evaluation should be a continuous process with much informal evaluation taking place every day. Comprehensive formal evaluation sessions might occur two or three times during the 8-week student teaching experience in order that the student teacher could have an opportunity to analyze his weaknesses and strengths early enough that he might work toward improving his effectiveness as a student teacher.

The group seemed to favor frequent, regularly-scheduled conferences between the student teacher and his supervisor during which time evaluation and planning activities can be carried on. Unfortunately, the teaching schedules of some cooperating teachers make this impossible. It was pointed out that the student teacher needs to be given the opportunity to evaluate his own effectiveness and work out his own solutions for some problems during these conferences.

The cooperating teachers in the discussion group felt that the student teacher should be told early in his student teaching experience on what basis his growth as a student teacher would be evaluated and reported. It was their thinking that student teachers have a right to know what is expected of them.

Constructive criticisms which student teachers have written about their cooperating teachers upon returning to campus were read to the group. Such criticisms indicated that students would welcome more construc-

tive criticism on the part of their cooperating teachers. They would like to receive specific criticisms in writing from time to time throughout the student teaching period. Student teachers would like to be complimented for their strengths as well as to be criticized for their weaknesses. They also prefer that their cooperating teachers not interrupt their classes to correct them or to criticize a procedure which they are using.

Members of the group indicated that there was real value in making the final evaluation a mutual affair in which the cooperating teacher and student teacher discuss together the points on the evaluation forms which are to be returned to the Division of Teaching.

DEPARTMENT OF MATHEMATICS

Discussion by supervising teachers of mathematics was led by Robert Fiess and recorded by Helen Reitzel. "Lesson and Unit Planning" was the topic.

All supervising teachers indicated there must be some evidence of definite planning. Plans must be flexible. Some departments have standard forms that must be followed, and this appears to be helpful to student teachers.

Miss Kennedy, departmental supervisor, reviewed the standards she uses in her methods class. Every student writes a unit plan and a lesson plan. The former plan contains a pretest, preview, pivotal questions, method of procedure, test, and an evaluation. Miss Kennedy welcomed suggestions for inclusion in the methods course.

DEPARTMENT OF SCIENCE

Supervising teachers of science were led in discussion by Dr. Galen Bull.

Some supervising teachers noted that some student teachers were weak in subject matter, but this did not cause great difficulty if the student

teacher could look at himself honestly and critically. Some supervising teachers inquired if the discussion leader could get information from departments to guide him in making assignments and advising supervising teachers. Some supervising teachers noted lack of direct correlation between good academic work in college courses and good student teaching.

How much should the student teacher be left alone with the pupils? It was suggested that the student teacher should not be left alone with the pupils during a dangerous experiment. All supervising teachers felt that the student teacher should teach alone as soon as he was ready for it.

How much detail should be put in the cooperative notebook when there was ample time for conferences? It was suggested that the supervising teacher make notes as he observed the student teacher and report that a conference was held to discuss the notes.

DEPARTMENT OF SOCIAL STUDIES

Under the direction of Dr. Charles W. Engelland, three topics of a previously distributed agenda were discussed: (1) day-by-day supervision of the social studies teacher, (2) changes necessary for moving into the semester system, and (3) correlating the social studies course and the student teaching experience.

For the most part, the discussion was general in nature, with problems from both the college point of view, and the supervising teacher point of view raised and discussed. However, one item of more specific nature was introduced, discussed, and decided upon. This was the decision to use a "Class Observation and Conference Form" on a trial basis during the next quarter. This evaluation tool concerns the specific acts of the student teacher during one class period. It allows the supervising teacher to evaluate the student teacher's performance on each phase of the lesson as excellent, good, average, or weak.

to be a teacher—what is expected of him as a teacher both now and in the future.

Mrs. Dewey:

I consider it a treat to have student teachers. The student-teaching experience should be considered a mutual one in which the cooperating teacher and the student teacher learn from each other.

I want to make student teaching a pleasant experience for a student teacher. Not only do I want the student to have an excellent experience, but I also want him to have a realistic one. Above all, don't let the student teaching experience dampen the student's enthusiasm for teaching. Student teachers are in the schools long enough to see the tedious chores which accompany teaching, but often they are not there long enough to see the satisfying experiences.

The supervising teacher shouldn't act as a "cushion" for the student teacher. The student should have an opportunity to meet the problems which a teacher sometimes experiences with parents and colleagues.

There are some experiences (such as hall duty in a large high school) which an experienced teacher can handle but which a student teacher, because of his position, can't be expected to handle so effectively.

Every experience which a student teacher has should be a learning experience. Don't give students onerous chores to do when such chores cease to be learning experiences. Don't let the student teacher become merely a clerk for you.

Mr. Johnson:

Characteristics of a good student-teacher experience in relation to the teaching task itself:

Every student teacher should have an opportunity to experience teacher's responsibilities during the opening of a school year. He should be

given the opportunity to know the young people with whom he is going to work. He also should have the opportunity to share the confidences, understandings, and the insights of his supervising teacher. The student teacher should be placed in the curricular area in which he is most likely to teach upon graduation.

I would hope that this experience would include an opportunity for the student to get a conception of the overall structure of the course or instructional program so that he might see what he is to do in the context of the whole semester's work. He should then be expected to plan within this structure but still be given sufficient freedom to operate within his framework.

The student teacher should be given complete responsibility as soon as possible (under the guidance of the supervising teacher). He should be given an appreciable amount of time in the classroom during which he is not being directly supervised by the teacher.

Characteristics of a good student-teaching experience in relation to the school and the community:

As many professional experiences as possible should be included in the student-teaching experience. These experiences ought to include staff meetings, in-service education programs, PTA meetings, parent conferences, community meetings, etc.

The student teacher should be given the opportunity to know something of the general school organization and its special services.

The student teacher should live full time in the community in which he is doing his student teaching in order that he may come to know it better.

Characteristics of a good student-teaching experience in relation to attitudes and human relations:

A harmonious point of view needs to exist between the student teacher

and his supervisor concerning teaching and learning. There needs to be harmony between the teacher-education institution and the cooperating schools in the student-teaching program. The cooperating teacher needs to personify the highest in professional ethics and morality as possible.

College teachers, college supervisors, supervising teachers, administrators—all need to work together closely to meet the expectations of the student teacher who is coming into the school situation to do the most important job in the world.

The general session closed with brief remarks by representatives from the Division of Teaching and the Department of Education (Dr. Tarruth, Dr. Ford, Dr. Westfall, and Dr. Sharpe) who explained the new professional program which will go into effect in September, 1959, when Indiana State Teachers College converts to a semester basis.

REPORTS OF THE GROUP MEETINGS

DEPARTMENT OF BUSINESS

Business education cooperating teachers engaged in a discussion built around the topic, "Student Teacher Evaluation: Problems and Practices," in their sectional meeting at the Tenth Annual Conference for Supervising Teachers. Highlights of the discussion, led by Robert Hoskinson, of the Department of Business, included these points:

The purpose of evaluating the student teacher is far more than to rate his performance for final reporting purposes. Evaluation should be used to help the student teacher to obtain focus (How am I doing?) and to determine direction (How can I improve?). Emphasis should be placed upon the student teacher's learning to evaluate his own effectiveness.

The cooperating teacher, other faculty members, the college supervisor,

202—Human Growth and Development spends one hour a day for two weeks at a scheduled time in a classroom in the Laboratory School. The student participates in a variety of activities and keeps a log. The supervising teacher evaluates the work of the participator.

An observation program of our Art Department whereby college students observe the teaching of art in the local public schools was mentioned.

A college student must have experiences with children. Some schools have cadet-teaching in high school. Not enough of this is done.

Induction of the Student Teacher

How can the supervising teacher help the student teacher make a good beginning?

(1) The supervising teacher should make the student teacher feel welcome, wanted, and needed. The student teacher should be introduced as another teacher.

(2) The student teacher should get to know the school building gradually as he sees a need for it.

(3) The student teacher learns by doing and should be assigned tasks from the beginning, depending upon his individual ability. The student teacher should begin working with small groups. The supervising teacher might note the student teacher's preference as to what area she would like to begin teaching. Introduction of the regular class room routines should be slow but all things should be "covered".

(4) In the beginning some supervising teachers have a list of items the student teacher should do in a classroom. The student teacher checks off activities as she participates in them.

(5) In conferences the supervising teacher can find out if assigned tasks for the student teacher are a burden or a challenge.

(6) Arrangements can be made for the student teacher to visit other classrooms to see different situations.

(7) The supervising teacher should give the student teacher an over-all picture of past experiences of the group, and of goals to be achieved. The student teacher should be helped to see individual differences in the children he will be teaching.

(8) The student teacher should be allowed to assume leadership early in the term. Help the children have the same confidence in and respect for the student teacher as they have for the regular teacher.

Evaluating Pupil Progress

What should be the student teacher's role in pupil evaluation?

The student teacher should have experience in making out grades; however, the final decision should be that of the supervising teacher.

The student teacher should have experience in long-range evaluation.

The important thing is that the student teacher know *how* to evaluate pupil progress.

Role of the Principal

The principal might familiarize the student teacher with the building and grounds and plan of organization.

The supervising teacher should "clear" all arrangements, such as visiting another class, with the principal. School rules and policies should be pointed out to the student teacher.

The student teacher should attempt to obtain the perspective of the school administration in regard to teacher personnel.

Student Teacher-Parent Relations

Parents must be sold on the ideas of the student teaching program. The local newspapers usually will print school activities. Some classroom teachers send home a news sheet to parents, noting activities of units of study taught by the student teacher,

for example. This shows parents that student teachers can enrich the program.

American Education Week is a good time for public relations. Parents can come to visit to see what student teachers are doing.

What is the student teacher's role in teacher-parent relationships? (1) The student teacher should be encouraged to defend his pupil evaluation to parents. (2) The supervising teacher should support the student teacher in all dealing with parents. (3) The student teacher should be included in parent conferences and should be encouraged to offer opinions. (4) The student teacher should be permitted to write notes to parents, subject to the approval of the supervising teacher and the principal.

Evaluation of the Student Teacher

How can we improve our evaluation of student teachers?

(1) Evaluation can be most effective when the student teacher asks for it. The student teacher should be encouraged to evaluate herself in detail.

(2) Student teachers should be encouraged to evaluate each day but plan again for tomorrow.

(3) Supervising teachers might request the student teacher to evaluate her experiences at the end of the student teaching period.

(4) Evaluation should be based upon immediate knowledge of the student teacher. Problems should be discussed objectively and tactfully.

(5) The present evaluation sheet used by Indiana State Teachers College needs to be revised. (It is now under revision).

(6) A follow-up of former student teachers should be done after the first years of teaching. This would enable supervising teachers to check areas of weakness and make better judgments in the future.

CLASS OBSERVATION AND CONFERENCE FORM

Student Teacher Supervising Teacher
 Date Class Grade Level
 Lesson Topic

Indicate the degree of excellence demonstrated by the student teacher in the following aspects of the lesson, by placing one of the following numbers in the space provided:

1. Excellent 2. Good 3. Average 4. Weak

- 1. Opening of the class period; roll taking, announcements, securing the attention of the students, getting started.
- 2. Establishing and maintaining good class control.
- 3. Relating this lesson to prior and subsequent work in the course.
- 4. Motivating the class: holding their attention and interest throughout the period.
- 5. Envolving students in the lesson, both intellectually and emotionally.
- 6. Developing a congenial, democratic, and workmanship-like relationship with the class.
- 7. Providing for individual differences within the class by individualizing the assignments and work.
- 8. Asking and answering questions.
- 9. Utilizing a variety of techniques and learning materials.
- 10. Presenting the facts, generalizations, and understandings of the lesson clearly, thoroughly, with adequate explanations.
- 11. Summarizing and emphasizing the main points of the lesson.
- 12. Giving the assignment.
- 13. Supervising the study period.
- 14. Possessing the essential subject matter knowledge.
- 15. Planning for the lesson in a logical, systematic way, with that planning submitted to the supervising teacher in writing prior to the class period.

..... What did students in the class do? (Place the appropriate number(s) in the space at the left.)

- | | | | |
|----------|------------|-------------|----------------|
| 1. read | 3. listen | 5. observe | 7. participate |
| 2. write | 4. discuss | 6. play-act | |

CONFERENCE TIME:

date hour place

The supervising teachers felt the evaluation form would be useful to them and to the student teachers. First, it would give a definite and specific starting point for evaluation. Second, if used each week of the student teaching experience, it would help the student teacher measure his progress. Third, the form would be a useful springboard for the formal conference that should be held following the observation.

Some sentiment was expressed

against giving the student teacher too much work in his social studies methods course, work that would have to be done during the period in which he is doing student teaching. If this work is assigned, it should be done with full realization of the demands on the student teacher's time while in the field.

DEPARTMENT OF SPEECH

Visiting secondary school supervising teachers and speech majors

were welcomed by Dr. Morgan and Dr. Masters, Miss Rohrig, and Mr. Rude. A panel discussed "What Can Indiana High Schools Do to Help Prepare Speech Majors to Teach Speech in High School?" Members of the panel were Mrs. Lucia Bolt, Mrs. Mildred Haskins, Mr. Joseph Marcinko, and Mr. Thomas Weatherston. Each panel member spoke for his own high school situation, so those who listened got a picture of speech in varied high school situations.

ELEMENTARY

The Elementary groups were divided by grade levels—Kindergarten, Grades One and Two (Mrs. Mary Claire Hamrick, Leader, Mrs. Frances Jacques, Recorder); Grades Three and Four (Mrs. Desree Brown, Leader, Mrs. Barbara Boyle, Recorder); Grades Five and Six (Miss Esther Marsh, Leader, Mr. Herman Neckar, Recorder).

The Semester Plan

The following points evolved from the discussion of the new semester plan: (1) Student teachers will engage in student teaching and the seminar for at least 12-13 weeks (10 semester hours of credit); (2) For the remaining weeks the student will return to the campus and enroll for five semester hours of credit in the following courses: Problems of Elementary Teaching, Tests and Measurements, and Audio-Visual Education. The following question was "brought up": What is the possibility of having all students, those who will be teaching the second semester included, visit the school during the beginning of the year?

Participation and Pre-Student-Teaching Experiences

What preparation, beyond actual course work, does the student need for student teaching? Actual experiences with children, such as the participation program in the Laboratory School, are helpful. For example, each student enrolled in Education

have been in one building. Everything in the Soviet Union seems to have been made old, and the schools are no exception. The lighting in most Soviet schools, according to our standards, is most inadequate. The heat goes on the first of November, regardless of the temperature, and if the children are cold prior to that time they must have to get along the best they can, not being permitted to wear their coats in the schoolroom.

Returning to the point of your being a very recent graduate of the ten-year school, you probably would have attended a high school of your choice in terms of the type of language in which you wished to major, even if you did not really want to be a foreign language student. (Let me hasten to clear this up because it is most peculiar.) If in Russia you had so desired, you could have gone to a French high school or a German high school or an English high school. In other parts of the Soviet Union you might have elected to have attended a Persian, Chinese, Arabian, or some other type of foreign language high school.

Here the instruction was all in the language of your choice. Of course, you did the same reading in the text to be covered as did anyone else, no matter what type of foreign language high school he attended. This does not mean, however, that by the time you graduated from high school you necessarily spoke fluently the language in which all your instruction had been conveyed during the last three years. True, you read with some facility and spoke the language slightly. Even so, because your Soviet foreign language teachers themselves had not themselves learned the language from a native the accent which you now possess is very marked indeed.

Aside from studying physics, mathematics, biology and chemistry and a foreign language, including English which is required today of everyone from the third grade on—you learned the economic geography

of your own nation and that of others. You studied the history of the Communist party, taught by a member of the Communist Party, and you would have had some "home economy", as it is called, or home economics, or "workshop", as it is called in reference to industrial arts. If you graduated recently, you had some work in driver education. (We sometimes think that the Soviets wouldn't put up with any fads and frills so-called, but they are very proud of their driver education. Incidentally, it is quite different from ours because it consists largely of being able to take engines apart and put them together again. However, one does learn the rules of the road, he learns to read signs, and he learns to drive, although in all probability he will never earn enough money to purchase a car.)

You learned from endless hours of memorization and recitation that hard work is the core of the Soviet schools. If for some reason you ever fell behind in your subjects, your colleagues tried to help you. If you had persisted in failing your work, a member of the Parents' Committee from your class would have visited your home to learn what the difficulties might have been. That person would have reported back to the Parents' Presidium of School and your family would have been asked to remedy its defects. The presence of family lends or even too much noise to permit effective home study had to be stopped. So you worked under pressure, not only from teachers and your own parents, but also from your colleagues. But this was not a drab existence for you, because one is so very devoted to learning and at least dedicated to the competitions which he enters into in the extra-curricular activities, where his actual talents come into full bloom and where he learns his strengths.

These competitions, plus the observations of your oral and written work by your school teachers, served to identify your talents. Therefore, the use of bourgeois, undemocratic standardized tests which would have

labeled you as *fast* or *slow* were never employed.

Thus the school and the Young Communist Party working together, decided who were the most talented, recommending that at the end of high school you should be sent to a particular type of technicum, or sort of junior college. Even earlier it might have been decided that you would have been better off in a sort of high school with music or art emphasis where you would have the same curriculum that you would have had if you had stayed in your regular high school but with additional rigorous preparation in a field of specialization.

College Life—Soviet Style

And so you got to college. Not that it was difficult for you to be admitted, for you had decided to enter teaching, a profession where there is plenty of room. Indeed, you actually enjoyed the work you had to do in the summer, because it was comprised of working with children in Pioneer Camps. Earning your stipend of twenty-five dollars a week, while also receiving room and board, you were not ploughing up the Virgin Lands as are today's college students. You were engaged in your active-practice (the equivalent of American professional laboratory experiences with children. And you loved it and profited from it because during the regular school year you knew how to work with the children in the classrooms to which you were assigned.

You did not, on the other hand, particularly care for the dormitory conditions, at least not the prying of young college instructors, your fellow members in the Komsomol. It's no fun to be awakened in the middle of the night to have your room searched. But, after all, you know that it must have been for the greater good.

You enjoyed your five years in the pedagogical institute, and you were glad that you had chosen to work with children of above the fourth-grade level. Otherwise you would

CONFERENCE ADDRESS:

Teacher Education in America as Challenged By The Soviet Education Effort

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The topic "The Challenge of the Soviet Schools to American Education" could be discussed in different ways. I prefer first to illustrate the point of view of Soviet supervising teachers toward Soviet education and then to draw educational implications for us in the United States. In order to do this, we need to place you in the Soviet Union just as I was. In other words, let's try to move us out of Terre Haute for the moment and place us somewhere in Russia, in the Ukraine, or Uzbekistan, the three republics which I was fortunate enough this summer to visit.

Pre-Collegiate Years in the Soviet

First, in order for you to become a teacher, you must of course, have gone to school just as you would have had, had you hailed from the United States. If you were fortunate living in the city or on a collective farm, you would have gone to a kindergarten. There you would have remained for four years. Your parents would have paid part of their union dues to finance your four-year stay in the kindergarten, which incidentally in your country is not considered to be part of the school system. In kindergarten you would have learned how to get along with other youngsters and you would have had other experiences similar to those in American kindergartens.

Thus you would have been a

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school veteran prior to the time you actually started school. Next, you would have had the same teacher for four years in grades one through four. If you had come from a home where Russian was spoken, you would have started right in, of course, with instruction in the Russian language; otherwise, you would have been placed in a section in the school with those persons who spoke your tongue.

In the typical classroom the seats and desks are very dilapidated compared to today's American standards. But as a supervising teacher in the Soviet Union you still are teaching in schoolrooms which are very much like the ones in which you found yourself as a youngster.

You studied on a half-day plan all through school. Perhaps you went in the morning, perhaps in the afternoon, but even if you were in school for only a half-day, you still were a mighty busy youngster because after school you had what seemed to you to be mountains of homework and on many afternoons you would turn to activities other than regular schoolwork, being heavily involved in clubwork and similar activities termed "circles." In these activities you enjoyed the best equipment; here you learned arts and crafts, worked with scientific equipment, learned to be a good worker, along with your fellows, in the collective. This is where you learned the practical side, the school period being only for theoretical study.

The teacher whom you had in the morning (or afternoon) was not the same leader who guided you in extra-curricular activities. He was a mem-

ber of the Komsomols, or the Young Communist Party, specially trained to help you become a fine, upstanding young communist.

From the fifth grade on you specialized in your studies, being involved in departmentalization, going from class to class. The inexpensive textbooks you would read were paid for by your parents.

Early you discovered the importance of learning. As a Soviet, you studied, studied, and studied some more because you were afraid that otherwise you would have received a most inferior job. At the same time, however, you possessed a terrific drive to learn about things in the world. Heavy amounts of homework and long hours at a desk at school where memorization and super-recitation were the rule were not overly burdensome to you any more than they are today to your pupils.

From age eight until age eighteen you undoubtedly would have gone to camp in the summer for at least thirty days. The camp was largely financed, as was your kindergarten, by the union. Unless you came from a family that was not moral (for example, if you were a close relative of a Boris Pasternak) you would have been encouraged to enjoy the availability of a Pioneer Camp under the leadership of the Komsomols. Here you learned to work and play together with other youngsters in a well-kept camp, efficiently run, with good food and provisions for adequate rest and recreation.

Your high school days were strenuous, although you had already learned the rudiments of physics and chemistry, having begun their study at least as early as the sixth grade. Your school was an academic institution purely and simply. Long class periods, with sensible breaks in between them, permitted you to make a good deal of noise in the corridors, where your teachers smiled as they watched you blow off steam.

If you recently graduated from the ten-year school, all the grades would

with your work in building efficient, effective citizens for the collective. Workers in radio and television would not dream of inaugurating a new program of any type without first consulting the Ministry of Education in their republic.

Your relationships with your peers is most pleasant and instructive. Union meetings devoted to self-criticism are most helpful in improving your lot. Recently it has obtained more adequate housing for teachers in the Moscow area. Plans are going forward to have the age of retirement lowered, that it may be on a par with that permitted in other enterprises. And you are most grateful that *The Teachers' Newspaper* publishes letters from the teachers. Only last week some teachers in the country had their assignments shifted because they had complained that they had been in the outposts too long. Yes, you are proud of the democratic union, knowing that it will protect you against undue injustices. No administrator would think of dismissing you without first ascertaining that the union would concur!

You do not mind in the least that either your principal or vice-principal is a member of the party and responsible for supervising instruction. You want to do right, and you would be a member of the party if you could. But it is very difficult. Not many are chosen, even after they have been Octoberists, Young Pioneers, and Komso-mols.

You enjoy your vacations, working in your fruit garden. Yes, this last summer's vacation was cut a bit short because you had to be on hand to visit with your American colleagues. But it was an interesting experience, after all, and it somewhat aroused your curiosity to travel to America. It must be a curious country! If only the Americans were free!

Working with parents is one of your most enduring satisfactions. The Ministry of Education and the Academy of Pedagogical Science help to

make the parents competent partners in the educational enterprise, offering classes and other courses for parents, even issuing diplomas of attendance. Too, it is heart-warming to attend the sessions where parents share effective ways of helping youngsters become good members of the collective. Also, the liaison effected between the school and the home by the parents' committee makes the task of the teacher easier to assume. And the way the parents help with the excursions is delightful. They are only too eager, you feel, to help out. And recall the contests where the children read their papers before the meeting of parents and teachers? Only last week, you remember, there were competitions for the best discourse on "How We Are Best Able to Foster Effective Conditions of Home Study." It's a joy to have the parents supervise conditions in the lunch room. Indeed, help from parents, on the one hand, and Komso-mols on the other, makes the task of teaching a pleasure. Nor are clerical duties a chore. No standardized tests, very few reports, no filing cabinets to clean out. You are a *teacher*.

Student-teaching supervision is one of your major concerns. Although you are not paid extra for helping students in their teaching-training (and I use the word "training" here deliberately) and were selected as a supervising teacher largely because your school was one of those nearest to the pedagogical institute (they are all equally close from the point of view of their philosophy), you feel a deep sense of pride in helping these young men and women become Soviet pedagogues. As a fellow in the Academy of Pedagogical Science of the R.S.F.S.R., in addition, you have been able to contribute to the knowledge of the Soviet teacher-training by writing up the notes of your scientific experiments. All the schools are laboratories for the Academy.

You enjoy working with student-teachers in the development of their lesson plans and in measuring their

achievements in carrying them out. You also enjoy your association with the department heads from the institute, who along with other student-teachers, observe your student-teachers. You marvel at the progress some of them have made as they enter their final phase of the active practice and require so little checking on their lesson plans or help in teaching the youngsters. It's a long way many of them have come, for it is easy to recall their early stages when problems of not knowing the material and having management problems with children who tried to 'test' them loomed so large.

Yes, it is grand to be a Soviet teacher. Today more than ever the task looms large, and now that the ten-year school is becoming more universal you are busy with faculty meetings devoted to changing the curricula in order that the polytechnical education may assure that youngsters love labor and become highly skilled in technology. Your students will be even more strained than they now are because of heavy homework. If the parents and doctors complained before, the work-study program will place a heavier burden upon the children. But if eleven or even twelve years of schooling become necessary, students will come to understand the practical aspect of their education and not be simply academically prepared as they are today.

IMPLICATIONS FOR U. S. TEACHER TRAINING

On the Credit Side

Because as you have been reading along, developing some insights into the beliefs and attitudes of the Soviet teacher as well as into the workings of Soviet education itself and, therefore, you have been drawing your own conclusions for what this means to our schools and to you personally both a teacher of children and college age youth, I shall be brief in the drawing of my own implications.

It seems, first, that we would all

have had only two years of college and would have started out with a salary of fifty-six dollars a month instead of the seventy-five you enjoyed as a beginning teacher. Then, too you were proud of your diploma project, or research thesis, and it was a glorious day when all your friends, who seeing the notice in the newspaper, came to watch you defend it. Your major professor, or advisor, helped you spar with your officially-designated "opponent", and you did so well with your research that the results were published in the pedagogical journal "Teaching Notes."

If maintaining good grades in the secondary school had not been too difficult, it was much different now. If you had not been proficient in the Russian language, you would not have been admitted to the institute. Other entrance examinations were also stiff, but luck was with you on some of the questions you drew from the box.

Being a prospective teacher of history, you studied more in this field than in any other. Your general education received a large degree of emphasis, whereas your work in the history and theory of education and the psychology of learning, together with methodology, was not very marked. No, Russian language and literature, the history of dialectical materialism, and the economic aspects of communist doctrine—again the general education phase—were considered paramount. Passive and active practice, the equivalent of American observation and student-teaching, however, received a marked degree of attention. Indeed, the American educators who visited with you this past summer were impressed with this aspect of your preparation.

They couldn't see, though, why you studied Pavlovian psychology to the exclusion of other types. But, then, the Americans are a confused lot. They study Freudian and Gestalt psychologies and all sorts of different philosophies of education and are so infused with varying theories and

concepts that they cannot agree among themselves, always discussing different points of view. You know that Soviet educators are much more efficient and have determined the best philosophies and psychologies in keeping with the teaching of your sacred father Karl Marx and your saintly leader, Nikolai Lenin. And you know that Lenin's widow, the late Krupskaya, possessed much wisdom when she wrote on methodology. At one time, you recall, you read some of the work of John Dewey and thought they contained some elements of truth. But you learned better, particularly after Dewey refuted his earlier wisdom, becoming ill in his old age and writing bad things about your country after having had such a nice visit with your colleagues.

But, then, as you know so well, Americans are such an odd lot. They employ teachers and then permit the students to study what they please. The teacher in America, you realize only too well, is really not a teacher. He is only a sort of caretaker of the children. And the one you saw recently had the effrontery to point out that your new schools were run-down and that the lighting was poor. Their standards are most peculiar. Even after you told them to tell America that foreign language teaching and polytechnical education were serious weaknesses of your system, they still maintained that the physical conditions were poor and attention to individuals noticeably absent. A ridiculous charge, for all teachers have ample opportunity to measure recitations frequently. Indeed, grading the copy books weekly and sending them home to be signed by parents, is most demanding. You know, therefore, that you know each child and his work, for even with thirty in each class you teach but eighteen hours each week, including Saturdays. And you also realize that the Americans are deluding themselves if they think that they know their own pupils as individuals. With the loads they carry you are certain that they must only resemble shepherders.

But before discussing your role as a teacher in Soviet classrooms you should not neglect mentioning one other aspect of your college career—how discipline is maintained by your peer group. This is a wonderful practice, you are certain, because it is effective as well as democratic. The instructor may pass judgment on your academic work, but your Komsomol colleagues inform your advisor twice yearly of your deportment in working with the circles and of your attitude toward the collective. If you do not measure up, you are first warned and then dropped. Recall, if you will, how many of your colleagues in the institute were sent to work in the factory or on the farm, even if they were fairly good academic students. And the shame of it! Not long ago a few misguided teachers, at the University of Moscow, had the audacity as well as poor judgment to announce to their department head that they should be the ones to decide whether their students should remain in college! No, they are no longer on the faculty. Perhaps, you recall, they may simply have failed their examination at the end of the five-year period, someone more competent having won out in the competitions. In any event, you are certain that it is well that they have been replaced.

Your Function as a Teacher

It is wonderful to be a Soviet teacher. The future of your nation, you know, is in the hands of the children who are, in turn, entrusted to your care. It is marvelous to know that there are no poor students, only poor teachers, and it is always a stimulation and a challenge to work in this exalted profession. Only research scientists, engineers, and high party members have more prestige. Doctors enjoy far less prestige than do you. After all, they are only engaged in repair work. You are building. You are creating.

And all the Soviet educational media are at your command. Television, radio, magazines, newspapers—all of these are geared to help you

Report on Theatre Tour

(Continued from Page 98)

they spent their leisure on the beach. The next stop was the Philippine Islands. The climate there also was much enjoyed and they had several swims in beautiful outdoor pools. Mrs. Roach was able to meet her brother whom she had not seen for many years. They spent the day together in Manila.

The tour was concluded by three performances on the island of Guam. Everything seemed ideal. The people saw all of the island, were fascinated by its jungles, romped on the beaches, played in the sea, and got slight cases of sunburn to bring home. They gave their funniest performance there—475 laughs—an average of almost 5 laughs per minute for the running time of the show. It was their last performance. That was on December 15th, 1958. Next day they took off for Hawaii. They had four days on the island paradise and enjoyed seeing the sights.

Upon returning to Travis Air

Force Base they learned that a strike of airline employees was imminent. It was decided that the group would break up and accept available accommodations in order to be sure to be home in time for Christmas. All but Mrs. Roach, Jeannie Knapp, and Suzis Schatz returned to Terre Haute on Saturday, December 20th. Jan Benjamin got a plane from Chicago and was able to fly directly to his home town of Lafayette. The three women arrived at Hulman Field Sunday evening December 21st.

In the early weeks of the new year members of the company made many personal appearances to talk on topics related to what they had learned. They talked to junior high school classes in New Albany, high school classes in New Albany and Simpsonville (Ky.), high school convocations in Terre Haute and Casey (Ill.), college classes such as Arts and Civilization, a group of college librarians, speech classes and clubs such as the National Forensic Club, social sororities in Terre Haute, and a meeting of the women of the Terre Haute Childrens Theatre.

Many times they showed slides of scenes they photographed in the Far

East. They participated in panel discussions in the Sycamore Playhouse and at the Terre Haute Y. W. C. A. Mrs. Roach told about the tour before a special banquet held by the Faculty Womens Club. Frequently on these discussions an interesting display of the purchases made abroad was used as graphic aid. The girls appeared in dresses and kimonos and jewelry. The boys showed their chinaware and art objects. All in all, as President Holmstedt had predicted, it was apparent to everyone that the students had received more education from their trip than the college could ever have brought to them on the campus. They returned more adult, more quietly assured and confident. They had also become more proficient in their practice of the art of acting. This was clearly shown when they did a propless, sceneryless run-through of the play upon their return. It was very evident that each performer had improved and the show which many in the audience had seen twice was more interesting and funnier than ever. The tour of the Pacific Command by the Sycamore Players in their production of SEE HOW THEY RUN was in every way successful and worthwhile.

agree that in a bit over forty years the Soviets have been able to effect miraculous technological advances. This has been an all-out effort, and education has played a major role. Probably, too, at least most of us admire this devotion to education and see in the cooperation of various educational agencies a tremendous source of strength for indoctrination. What can we learn from this nation which values learning to an almost fanatical degree? How can we learn to all pitch in together?

This all-pervasive education effort has had, as we have seen, a terrific impact upon the teacher. He or she is a highly respected individual who has the utmost faith in her work. We who do not see ourselves as struggling for world leadership are pleasure bent and captives of the admen. We would much sooner go hopelessly into debt to purchase a new fancy, prestige-type car than borrow to take a trip around the world. We do not see the need to travel to other lands, to understand the people of the world. We say that we want peace, but won't budge from in front of our TV sets to try to work for it.

In this connection we might do well to take a hard look at the program of Soviet foreign-language teaching in the schools, where children start English in the third grade and 'major' in a foreign language in high school. Although it is true that their program by their own admission is inadequate in relation to the amount of time and effort expended upon it, they at least see that skill in a foreign language is an important tool in today's world. We must stress foreign language teaching and use it in exchange programs of every sort.

What can or must we do to make American schools safe for learning? In areas where a ten-year school is available, very few Soviet children drop out of school. Fast and slow sections do not exist, but motivation is almost forever at a high pitch (On

the debit side, there is serious question where the grading system is particularly strict. For example, D's and E's are indeed uncommon).

What must we do to make learning a precious commodity? How can we guide children to become truly responsible? Truly socially, as well as intellectually competent? In their own way the striving, energetic, unsophisticated Soviets are way out in front—by more than the weight or height of a few Sputniks.

The Red Side of the Blotter

Of course, there are at least as many aspects of our educational system which the Soviets cannot adopt for their uses as there are of ours at which the Soviets would not take a second look. Their Marxist eyes regard our economic teachings as reactionary and absurd. They consider our testing programs equally ridiculous, and they take a mighty dim view of our elective system. Our psychology of learning, they feel, are fantastic. ("We are not Freudians," they point out, "and abstract art and non-directed teaching simply do not coincide with reality.")

We as Americans, on the other hand, are convinced that learning and doing cannot be separated, that it does not make sense to separate the theoretical and practical aspects of education, that they should go hand in hand. The fact that we do not live up to our beliefs in practice is quite something else.

We do not recommend all students progressing at the same rate through a long succession of textbooks. We do not cherish the practice of blind memorization, of constant repetition, of students in the sciences simply copying the demonstrations of the teachers they have just seen; we call for a more insightful, experimental, creative approach in our high school laboratories.

We cherish the concept of self-dis-

cipline, and although we hold that the peer group should work toward the betterment of the social and academic competencies of its members, we do not feel that spying and tattling are appropriate means to this end in our form of democracy. Indeed, many Americans do not consider that the Soviets possess a democracy, despite their protestations to the contrary.

We also maintain that Soviet physical plants and equipment are outmoded and almost totally inadequate. Soviet educators do not in the least concur with these criticisms, although they stoutly repeat that their foreign language and polytechnical programs in the ten-year school are highly inadequate.

CONCLUDING STATEMENT

In conclusion, teachers for America's schools must be prepared to help children think independently, be creative, and become ever-increasingly individually and socially responsible, working for real U.S.-style democracy, knowing when and how to act independently and with pressure groups. The impetus toward helping teacher-education students become more effectively responsible by means of a wide range of professional laboratory experiences is gratifying. But today the usual graduate of teacher-preparing institutions has a gleam in one eye only and takes his place in the ranks able only to fit into and perpetuate the status quo.

Those who prepare teachers must, then, exemplify the qualities they desire to see "caught by those taught, America's future teachers. Therefore, in an overly-sophisticated society very possibly having already reached the apex of its development, we desperately need in teacher-preparing institutions a group of willing, zealous, courageous, imaginative, creative college teachers dedicated to and capable of social engineering.

